

# Virginia

## Standards of Learning Assessments

### Fall 2004 Tests

#### Content Specific History

United States History to 1877,

United States History:

1877 to Present,

Civics & Economics

#### Grade 8

#### End-of-Course

English: Reading

Algebra I

Geometry

Algebra II

Virginia and United States History

World History I

World History II

World Geography

Biology

Earth Science

Chemistry

## Manual for School Test Coordinators

Test security guidelines restrict persons who have not signed the  
*Test Security Agreement* from reading the actual test questions.

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School Test Coordinator's Manual

## NEW FOR FALL 2004

Please make sure that all Examiners are aware that revisions have been made that apply to the Fall 2004 SOL test Administration as follows:

- No audits will take place in the fall administration.
- There is no need to order special test booklets for read-aloud administrations. Any test form may be used for a read-aloud administration for the Fall 2004 Administration..
- Answer Documents – Make certain that the only answer documents distributed to students indicate the school year 2004-2005 in the upper left corner (Appendix F). The student demographic information will need to be completed on the front and back of the answer document. The placement location for the Pre-ID label has changed. If your division ordered Pre-ID labels, place the label vertically (either direction) within the dotted box on the lower left side of the answer document (Appendix F).
  - Section F - Grade - Circle "T" should be gridded for students not currently enrolled, but who had sufficient standard credits to graduate previously and who are returning to take the SOL test(s) for verified credit or to upgrade a diploma. See Section 4.8.1.
  - Section J – MC Form number should be gridded on the student's answer document for each one of the four content area tests that are administered in grade 8. When appropriate, this includes the form number for Grade 8 *Plain English Mathematics* test and/or special test forms.
  - Students eligible to take the grade 8 *Plain English Mathematics* test will use a separate test booklet. The students will use the same answer document to grid answers for *Plain English Mathematics* as the three other content area tests. In addition to gridding Section J – MC Form Math; Section AA – Special Test Accommodation, **circle A** must be gridded for Math.

Grade 8 students who take the *Plain English Mathematics* test will receive their results in the same report as the other Grade 8 content area tests taken on the same answer document.
  - Leave Section J MC Form – History blank if a student is taking a Content Specific History (*U.S. History to 1877*, *U.S. History: 1877 to Present*, or *Civics & Economics*) test instead of the Grade 8 *History and Social Science* (cumulative) test; however; you should grid Section Z – Testing Code "8" for History.
  - Section O – N –Code – This section is to be completed for students who are classified as economically disadvantaged. A student is economically disadvantaged if he/she is (1) eligible for free or reduced-price lunch; (2) receives TANF (Temporary Aid for Needy Families); or (3) is eligible for Medicaid (Section 4.8.1).
  - Section S – Limited English Proficient (LEP) – This section should be gridded only if the student is classified as LEP; otherwise, leave blank. **Grid circle A** for students classified as level 1, level 2, level 3, or level 4 of English Language Proficiency; **Grid circle B** for students classified in monitor status (year 1 or year 2); **Grid circle C** for those students who are formerly LEP and have exited monitor status within the last two years (Section 4.8.1).
  - Section Y – Additional Test Codes /SELP – The circle for "SELP" should be gridded only for those Grade 8 students who are classified as LEP and were administered the SELP (*Stanford English Language Proficiency*) Reading subtest in the fall as a substitute for the Grade 8 SOL *English: Reading* test (this should not occur very often).
  - Section AA – Special Test Accommodations – The audiotape version of all SOL tests are available for students identified as limited English proficient and students with disabilities. Refer to Special Test Accommodations Codes, number 11 or 15, in Appendix G.
- Students may use a four-function, scientific, or graphing calculator for End-of-Course Earth Science, Biology, and Chemistry tests.
- For End-of-Course Mathematics tests (Algebra I, Geometry, and Algebra II), the new graphing calculator, CASIO 9750G Plus series is an acceptable model type for use during testing. (Section 4.7)

- Term Graduate administrations are for students who will require their test scores early in order to graduate at the end of the fall semester. These students will take the same test form that is administered to other students. Term graduate answer documents should be bundled separately and returned to the scoring center as soon as possible in a separate shipment. (Section 6.5).
- Only one Scoring Service Identification Sheet (SSID or “header sheet”) will be used for the paper-banded bundles of answer documents. The special accommodation header (purple SSID) and the irregularity header (pink SSID) have been eliminated. The orange SSID sheet will be used with (1) regular test forms, (2) special test forms (Braille, large-print, and regular-audio, and (3) alternate forms used for irregularities that require retesting. Additionally, the orange SSID sheets will be used for (4) term graduates, and (5) expedited retakes to bundle End-of-Course test forms and literacy and numeracy tests forms for modified standard diploma requirements.  
During the transition from three SSID sheets to one SSID sheet, please note that the SSID sheets you receive for the fall administration will have “Regular Testing Material Header” printed at the top. However, this orange SSID sheet may be used for any bundle of answer documents.
- Contact Harcourt’s Virginia Program Coordinator to order special situation or “quad 8888” SSID sheets (Section 6.2.4.1).

Carefully review this *STC Manual*, as well as the *Examiner’s Manuals*, for additional information, new wording on procedures, and other changes to instructions for the administration of the Fall 2004 SOL Assessments.

## STC’S CHECKLIST

### Activities Before Test Administration

- ☐ 1. Carefully read this *School Test Coordinator’s Manual* as well as any local directions you have been given. Resolve any questions you might have with your DDOT.
- ☐ 2. Assist teachers and Examiners in identifying students who will be tested (Section 4.1).
- ☐ 3. Make certain that suitable testing sites are available (Section 4.2).
- ☐ 4. Schedule all test sessions in your school (Section 4.3).
- ☐ 5. Select Examiners, determine the size of each testing group, and determine whether use of Proctors will be necessary (Sections 4.4 and 4.5).
- ☐ 6. Receive non-secure materials directly from Harcourt Assessment, Inc. and return the receipt verification form to your DDOT no later than five days after receipt of materials (Section 4.6).
- ☐ 7. Collect a signed *Examiner’s/Proctor’s Test Security Agreement* from each Examiner and Proctor (Section 4.7).
- ☐ 8. Confirm with each Examiner how student information will be completed on the answer documents (Section 4.8).
- ☐ 9. Make sure that teachers and Examiners understand how to complete answer documents for students who do not take a Grade 8, Content Specific History, or EOC subject area test (Section 4.9).
- ☐ 10. Train Examiners (Section 4.10).
- ☐ 11. Receive secure materials from your DDOT and sign the transmittal form (Section 4.11).
- ☐ 12. Before each testing session, ensure that all Examiners have appropriate materials for testing. Refer to the applicable *Examiner’s Manual* for this information.

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## STC’S CHECKLISTS

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## 1. USE OF THIS MANUAL FOR THE FALL 2004 ADMINISTRATION

This *School Test Coordinator's Manual* describes procedures that you and other School Test Coordinators (STCs) throughout the state should follow before, during, and after administration of the Fall 2004 Standards of Learning (SOL) *Multiple-Choice (Non-Writing)* tests.

Because procedures for all participating grades and subjects are contained in this manual, read through the entire manual, which includes the following information:

- test administration dates
- school division responsibilities for SOL testing
- your responsibilities before, during, and after each testing session
- steps for organization and return of test materials to your Division Director of Testing (DDOT) after all testing is completed

You must familiarize yourself not only with this manual but also with the *Examiner's Manuals* for Grade 8, Content Specific History (*United States History to 1877*, *United States History: 1877 to Present* and *Civics & Economics*), and each End-of-Course subject area test which will be administered in your school.

The *Examiner's Manuals* include specific directions for administering the SOL *Multiple-Choice (Non-Writing)* subject tests for each level. Remember that instructions for the administration of Special Test Forms are also contained in the *Examiner's Manuals*. Take particular care to read all testing materials and to provide in-depth training to Examiners and Proctors in your school.

## 2. TEST ADMINISTRATION DATES

Unlike the SOL *English: Writing* test that was administered on statewide dates, each school division is to administer these SOL tests within its own established "testing window." The DDOT will work with you to establish dates and times for testing in your school. You must advise all Test Examiners of your school's specific test dates and times. If testing dates and/or times change after the original schedule is set, you must notify your DDOT immediately.

Students who are absent on any or all of these dates are to be provided with an opportunity during the make-up period to take the test(s) they missed. (See Section 5.3.) You will be responsible for arranging make-up administrations for all students who require them and who will be in attendance during the make-up period. Your DDOT will provide you with more information about the make-up testing window.

## 3. SCHOOL DIVISION RESPONSIBILITIES FOR SOL TESTING

Many school division personnel are responsible for the administration of the SOL *Multiple-Choice (Non-Writing)* tests. These include:

- Division Director of Testing (DDOT)
- School Test Coordinator (STC)
- Test Examiner (Examiner)

A brief explanation of the roles and responsibilities of each of these persons follows:

### Division Director of Testing

Each division has designated a Division Director of Testing (DDOT). The DDOT serves as the point of contact between the school division and the Virginia Department of Education. The DDOT has division-wide responsibility for implementation of SOL test procedures.



### School Test Coordinator

As the School Test Coordinator (STC), you have been designated to serve as the point of contact between the DDOT and the school. In this role, you are responsible for ensuring that all procedures required for the SOL tests are implemented within the school and for maintaining the security of test materials. Take particular care to read all materials and provide training to your school's Examiners. Any questions you have regarding the SOL tests should be directed to the DDOT.

The remaining sections of this manual contain more specific information about your duties as School Test Coordinator.

### Test Examiner

The Test Examiner (Examiner) is responsible for administering the SOL *Multiple-Choice (Non-Writing)* test(s) according to the procedures contained in the *Examiner's Manuals* and for maintaining the security of test materials.

## 4. SPECIFIC DUTIES OF THE SCHOOL TEST COORDINATOR: BEFORE TESTING

Before testing, you should read this manual and the *Examiner's Manuals*. You should also make a special effort to attend training that your DDOT will provide for you and other STCs in regard to your school division's administration of the SOL tests.

### 4.1 Identify Students to Be Tested

The Fall 2004 Administration of the SOL *Multiple-Choice (Non-Writing)* tests is designed to accommodate the following groups of students:

1. Students who will complete Grade 8 classes in the fall semester.
2. Students who will complete Content Specific History (*United States History to 1877*, *United States History: 1877 to Present*, and *Civics & Economics*) classes in the fall semester.
3. Students who will complete the following credit-bearing classes in the fall semester:
  - High school English classes which have covered the grades 9-11 English SOL (the *English: Reading* test)
  - Algebra I
  - Geometry
  - Algebra II
  - Virginia and United States History
  - World History I
  - World History II
  - World Geography
  - Biology
  - Earth Science
  - Chemistry
4. Students in the ninth-grade class of 2001–2002 and below who want to retake an End-of-Course SOL test that they failed. These students do not have to be enrolled in a course to take a test. Their participation is optional.
5. Students in grades 9-12 for the 2004–2005 school year who are pursuing a modified standard diploma may take the Grade 8 *English: Reading* or *Mathematics* test to meet the literacy and numeracy requirements for this diploma. Students achieving a scale score of 299 on the Grade 8 *English: Reading* test should be considered to have met the literacy requirements of the modified



standard diploma. Students achieving a scale score of 360 on the Grade 8 mathematics test should be considered to have met the numeracy requirements of the modified standard diploma. The adjusted cut scores may be applied retroactively so that students who achieved the required scale scores in previous test administrations may be considered to have met the literacy and numeracy requirements of the modified standard diploma. NOTE: This provision does NOT affect the score required to pass the Grade 8 *English: Reading* or *Mathematics* tests; the required scale score to pass these tests remains at 400. Students taking the Grade 8 *Plain English Mathematics* test must also achieve a scale score of 400 to meet the numeracy requirement for the modified standard diploma.

6. Students who have participated in remediation recovery programs may retake the SOL tests as follows:
- Students in Grade 9 may retake the Grade 8 *English: Reading* test and/or *Mathematics* test.
  - Students who have failed an End-of-Course *Mathematics* test may retake the failed test.

Grade 8 students who have disabilities or who are limited English proficient (LEP) are expected to take the SOL tests unless it is clearly not in the best interest of the student. LEP students who are scheduled to receive credit for a course that has an accompanying End-of-Course test must take the SOL EOC subject test. Similarly, students with disabilities who are scheduled to receive credit for a course that has an End-of-Course test must take the SOL test. Determination as to how students with disabilities and LEP students will participate in the SOL *Multiple-Choice (Non-Writing)* tests should be made in accordance with the following guidelines:

- *Limited English Proficient Students: Guidelines for Participation in the Standards of Learning Assessments* (Appendix B)
- *Guidelines for the Participation of Students with Disabilities in the Assessment Component of Virginia's Accountability System* (Appendix C)

Work with appropriate staff to determine which students need to be provided with testing accommodations as specified by their Individualized Education Programs (IEPs), 504 management plans, or *LEP SOL Participation Plans*. See Appendix C for the procedures you should follow to provide students with special accommodations during testing.

Eligible LEP students may take the Grade 8 *Plain English Mathematics* test. Students with disabilities may also qualify for this test based on their IEPs or 504 management plans. See Appendix B.

Should you have questions about the testing of a particular student, contact your DDOT.

#### NOTE

Students who have passed the coursework for Virginia and U.S. History, World History I, World History II, or World Geography, but failed the respective SOL End-of-Course test prior to Fall 2004 are eligible to retake the test for verified credit. However, the test forms that measure the 1995 standards must be administered to students who have been taught the 1995 standards. While some of the test forms for the 1995 history standards have more test items than test forms measuring the 2001 history standards, a subject-specific answer document has been distributed for use with both versions of the test. Answer documents have sufficient spaces for students to grid their responses for the longer version of the test. These test forms are packaged and shipped separately, and the cover sheet is clearly marked with a watermark.

## 4.2 Determine Where Tests Will Be Administered

Make arrangements for appropriate physical conditions for testing. Testing rooms should be quiet, well lighted, and well ventilated. Each student should have enough work surface for an open test booklet and an answer document. Crowding should be minimized and seating arranged to discourage students from copying. It may be helpful to provide Examiners with “TESTING IN PROGRESS: DO NOT DISTURB” signs that may be placed on their doors.

## 4.3 Schedule Your School’s Testing Sessions

All test sessions for your school must be scheduled within the division’s testing window established by your DDOT. Your school’s testing dates and times for Grade 8, multiple-choice Content Specific History (*United States History to 1877, United States History: 1877 to Present, Civics & Economics*) and each End-of-Course subject test, must be on file with your DDOT. **If a change to testing dates or times occurs, your DDOT must be notified immediately.**

Students who are not in school on designated testing dates must be given an opportunity to take the missed test on a make-up basis. Work with your DDOT to establish a schedule for make-up sessions within your school. Make-up sessions should be scheduled so that all testing is completed in time to meet your division’s requirement for the return of materials to the DDOT.

In scheduling the testing sessions, take into consideration that the SOL assessments are untimed tests. Your DDOT will provide you with more information about typical testing times for each of the tests to be administered in your school. Some students will take longer; some students will finish early. Students should be afforded as much time as they need to complete each test.

Though the Standards of Learning Assessments are untimed, each test is to be completed in one school day. Additionally, students may not leave the testing site and subsequently return to finish the test unless their absence from the site is closely monitored to prevent interaction with other students and/or access to educational materials. Testing sessions must be scheduled so that they begin early enough to allow students reasonable amounts of time to complete the test before lunch or before the end of the school day.

**Prior to the first date of testing**, develop a plan to accommodate situations in which “allocated” time has elapsed but students have yet to complete the test. For example, these students could be moved to an alternate location such as a library or activity room so that they can complete the test.

If students are moved to an alternate location to complete their tests, be sure that their test booklets and answer documents are collected by the Examiner or Proctor before the move and redistributed only after the students are settled in the new site. While in transit, students must not be allowed to discuss the test with anyone or have access to educational materials.

**The administration of SOL Multiple-Choice (Non-Writing) tests must take precedence over other scheduled school activities.** Testing sessions should not be interrupted by fire drills or other school functions. If testing is delayed or interrupted by inclement weather or some other emergency, your DDOT will assist you in revising the schedule.

## 4.4 Select Examiners and Determine Testing Groups

STCs in middle schools or high schools will need to determine how students will be grouped for testing (e.g., in homerooms, in regular English classes, etc.) and which staff members will serve as Examiners.

#### 4.5 Determine the Need for Proctors/Interpreters and Arrange for Assistance

Examiners have been instructed to discuss the need for Proctors with you. In selecting Proctors, be aware that each must also sign the *Examiner's/Proctor's Test Security Agreement* noted in Section 4.7. The use of non-school personnel as Proctors should be approached with caution. Proctors should receive the same training as Examiners.

If Proctors are not used, you may wish to arrange to have another adult within calling distance of each testing session so that an emergency situation, such as a student becoming ill, may be handled with a minimum of disruption.

For some accommodations, Interpreters may be required during the testing session. Interpreters are required when a student's IEP or 504 management plans specify that the student needs to have test items or directions interpreted by signing or transliteration in order to participate.

#### 4.6 Receive Non-Secure Test Materials

In addition to this manual, the following preparatory, non-secure test materials should have been received directly from Harcourt Assessment, Inc. (Harcourt):

- cover letter that explains the use of the *School Verification of Receipt of Non-Secure Testing Materials and Reorder Form* (Appendix D of this manual and also in the *DDOT's Manual*)
- grade and subject-specific *Examiner's Manuals* (which include the specific directions for the SOL test administration of the Regular Forms and Special Test Forms)
- grade and subject-specific answer documents (in packages of 25)
- *SOL Multiple-Choice School Master File Sheet(s)* (for use with the Grade 8 test)
- *SOL Content Specific History School Master File Sheet(s)* (for use with *United States History to 1877*, *United States History: 1877 to Present*, and *Civics & Economics* tests)
- *SOL End-of-Course School Master File Sheet(s)*
- *Mathematics* formula sheets (Grade 8, Algebra I, Geometry, and Algebra II) and Periodic Tables of the Elements (Chemistry) if appropriate for your school enrollments
- Orange Scoring Service Identification Sheet (SSID or "header sheet") will be provided for use with the paper-banded bundles of answer documents. The orange SSID sheet will be used with (1) regular test forms, (2) special test forms (Braille, large print, and regular audio), (3) alternate forms used for irregularities that require retesting, (4) term graduates, and (5) expedited retakes. The special accommodation header (purple) and the irregularity header (pink) have been eliminated.
- paper bands for securing scorable answer documents

These materials are scheduled to arrive sufficiently in advance of test administration for you to use in your training of Examiners and Proctors. In addition, your DDOT will supply you with any local directions for use in your training.

**Immediately upon receipt of the testing materials listed above**, complete the *School Verification of Receipt of Non-Secure Testing Materials and Reorder Form* (Appendix D) and forward it to your DDOT.

Even if there are no discrepancies in your shipment and you do not need any additional materials, you must still return the *School Verification of Receipt of Non-Secure Testing Materials and Reorder Form* to the DDOT as verification that you have received the materials.

#### 4.7 Collect Completed *Examiner's/Proctor's Test Security Agreements*

Make sure that all persons in your school who will have access to the *SOL Multiple-Choice (Non-Writing)* test booklets have read the *Test Security Guidelines* and signed the *Examiner's/Proctor's Test Security Agreement* **before** they are given the test booklets. **Note the Virginia General Assembly 2000 legislation regarding test security (Appendix A).** This security agreement requires that persons involved in test administration exercise the necessary precautions to ensure the security of content and all test materials.

If SOL tests will be administered to students who are homebound, be sure that Examiners understand the procedures for maintaining security of all test materials. Sign-in and sign-out procedures and security forms must be used. If you have questions about SOL test administration for students who are homebound, contact your DDOT.

*Test Security Guidelines* and the *Examiner's/Proctor's Test Security Agreement* are in Appendix A. These forms are also printed in each *Examiner's Manual*. Please make as many copies of the security agreement as necessary. Do not use file photocopies from previous years. Forward the signed forms to your DDOT as directed in Section 6.6, Prepare and Transmit SOL Affidavits and Forms.

**Persons who have not signed the *Examiner's/Proctor's Test Security Agreement* may not be allowed access to the SOL Multiple-Choice (Non-Writing) test booklets.**

#### **4.8 Determine a Method for Completion of Identification Information on Student Answer Documents**

The demographic pages of the students' answer documents contain several areas for student identification information. See Appendix F for samples. Some of this information may be completed by either the student or the Examiner. In other cases, the information must be completed only by the Examiner. For enhanced accuracy, Examiners may wish to complete all of the student identification information for each student prior to test administration.

In consultation with your DDOT, determine the process that you will use in your school for completing the demographic page of each student's answer document. Incorporate the method into the training of Examiners.

##### **4.8.1 Coding of student demographic information**

The demographic pages of the answer documents include new sections effective with the Fall 2004 Administration. Samples of the demographic pages are in Appendix F and also are printed in the *Examiner's Manuals*.

##### **Sections A, B, C, and D**

**Do not complete these sections if your school ordered Pre-ID Labels.**

These sections may be gridded by the students themselves, but to enhance accuracy, you may direct that they be completed by Examiners or other adults prior to testing.

##### **Section E – RACE/ETHNICITY (Only to be used if NOT utilizing Pre-ID labels)**

Students, Examiners, or other adults may complete this section. Students with origins in the Pacific islands may choose to code Pacific Islander or Native Hawaiian. The "unspecified" bubble may be used for students with a multi-ethnic background. A student who does not identify with one of the other race/ethnicity groups may choose to complete the "unspecified" bubble. If students object to completing this section, it may be left blank. See Table 1 on the following page.

##### **Section F – GRADE**

Do not grid "grade" if your school ordered Pre-ID labels. Otherwise, the grade may be gridded by the student or another adult. Section F, Circle T for EOC and Grade 8 literacy and numeracy-verification for modified standard diploma only should be gridded for students not currently enrolled, but who had sufficient standard credits to graduate and who are returning to take a SOL End-of-Course test for verified credit and/or upgrade a diploma. Circle T should be completed by an Examiner or another adult.

**Table 1. Race/Ethnicity Guidelines**

RACE/ETHNICITY	GUIDELINE
American Indian or Alaska Native	A person having origins in any of the original peoples of North America who maintains cultural identification through tribal affiliation or community recognition.
Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific islands, or the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippines, and Samoa.
Black (not of Hispanic origin)	A person having origins in any of the black racial groups of Africa.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
White (not of Hispanic origin)	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
Native Hawaiian	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific island.
Unspecified	A person having a multi-ethnic background who does not identify with one of the other groups listed above.

**Section G — STUDENT NUMBER**

You will receive specific directions from your DDOT for completing Section G.

**Section H — LOCAL USE #1 and Section I — LOCAL USE #2**

You will receive specific directions from your DDOT for completing Sections H or I. Local Use #1 may be used at the division's option. Local Use #2 should be used only if the Re-Rostered Reports are to be ordered on the Optional Scoring Services (OSS) Order Form. Local Use #2 must be used for the next term's school building code number. If the code you enter in this field has less than four digits, you must enter zeros in the leading spaces so that your local code can be read correctly by Scoring Services. For example, if your school code is 52, you will grid 0052. Data will be carried on the electronic formats.

**Section J — MC FORM**

Students, Examiners, or other adults may complete this section.

Section J, MC Form, is to be completed with the form number of the multiple-choice test booklet the student is administered.

On Grade 8 answer documents, an "8" is pregridded for each content area of the test. The rest of the grid should be gridded with the form number that is printed on the front cover of the test booklet that the student is being administered.

Grid the form number on the student's answer document for each one of the four content area tests that are administered. When appropriate, this includes the form number for Grade 8 *Plain English Mathematics* test and/or special test forms.

Students eligible to take the Grade 8 *Plain English Mathematics* test will use a separate test booklet, however, the student's same answer document will be used to grid answers for *Plain English Mathematics* as the other content areas tests. In addition to gridding Section J - MC Form "Math", Section AA - Special Test Accommodation, **circle A** must be gridded for math.



Leave Section J MC - "History" grid blank, if a student is taking a Content Specific History (*U.S. History to 1877*, *U.S. History: 1877 to Present*, or *Civics & Economics*) test instead of the Grade 8 *History and Social Science* (cumulative) test; however, you should grid Section Z - Testing Code "8" for History.

Note: Students taking a Content Specific History test will use a separate test booklet and a separate answer document. Students will receive their results in a separate score report. See Grade 8 Multiple-Choice *Examiner Manual* for more instructions concerning gridding form number.

On Content Specific History answer documents, a "5" is pregridded for *United States History to 1877*, a "6" is pregridded for *United States History: 1877 to Present*, and a "7" is pregridded for *Civics & Economics*, and the rest of the grid should be completed with the remainder of the form number that is printed on the front cover of the test booklets.

On End-of-Course answer documents, a "1" is pre-gridded, and the rest of the grid should be completed with the remainder of the form number that is printed on the front cover of the test booklets.

Following each administration, Examiners should verify that the test form number gridded in Section J matches the test booklet which bears that student's name.

**Correct completion of Section J (MC Form) is essential for correct and accurate scoring.**

#### **Section K — FIELD NOT USED**

Nothing should be marked in Section K.

#### **Section L — HISTORY AND SOCIAL SCIENCE ONLY (Grade 8 Only)**

This section must be completed for grade 7 students who are taking ONLY the Grade 8 history (cumulative) test. If this grid is completed, it is not necessary to complete Section Z, Testing Status, to indicate why the other Grade 8 tests were not taken.

#### **Section M — SUBSTITUTE TEST (End-of-Course Only)**

This section is to be completed only for students who were administered a substitute test instead of a corresponding SOL End-of-Course test. Refer to the subject-specific, End-of-Course *Examiner's Manuals* for a list of substitute tests. If Section M is completed, there is nothing to be gridded in Section Z, Testing Status.

#### **Section N — A-CODE (Grade 8 Only)**

This section is to be completed for students who have been exempted from the Grade 8 SOL test and are participating in the Virginia Alternate Assessment Program (VAAP). If Section N is completed, there is no need to complete Section Z, Testing Status, to explain why the student was not tested.

#### **Section O — N-CODE**

This section is to be completed for students who are classified as economically disadvantaged. A student is economically disadvantaged if he/she (1) is eligible for free or reduced-price lunch; (2) receives TANF (Temporary Aid for Needy Families); or (3) is eligible for Medicaid.



**Section P — AYP ADJUSTMENT****(AYP Adjustment criteria are not applicable to History/Social Science.)**

This field has been added to collect data pertinent to the *No Child Left Behind Act of 2001*.

Complete the appropriate circle (**only one of A, B, or C**) in Section P if the student meets the criteria below:

**Circle A — Transfer from within division**

- Student was enrolled in the division on or before September 30 of the school year and has been enrolled in the division continuously as of the date of testing. The student transferred from one school to another **within** the division during this time period.

**Circle B — Transfer from outside division (*from within the state*)**

- Student was enrolled in Virginia public schools on or before September 30 of the school year and has been enrolled in the Virginia public schools continuously as of the date of testing. The student transferred from one division to another **within** the state during this time period.

**Circle C — Transfer from outside state**

- Student was **not** enrolled in the Virginia public schools on or before September 30 of the school year and/or has **not** been enrolled in the Virginia public schools continuously as of the date of testing.

**Circle D — Students Classified as LEP and in the U.S. less than one year**

Before gridding Section P, Circle "D," review the updated definition carefully for LEP students.

- Grid Circle D for students who are classified as Limited English Proficient (level 1, level 2, level 3, level 4, monitor year 1 or monitor year 2) and who have been enrolled in U.S. schools for less than one year. This would include LEP students who enrolled in a U.S. school after the first day of school for the 2004–2005 school year.

**Section Q — TITLE I/TAS**

For students attending schools with schoolwide Title I programs, Section Q should not be completed. Complete this grid if the student is receiving Targeted Assistance Services under Title I. Mark the subject area in which the student is receiving assistance:

- Reading and Mathematics
- Reading
- Mathematics
- Science
- History

Contact the school's Title I Coordinator for more information if needed. If you have additional questions, please call Brenda Spencer, Title I Coordinator, Virginia Department of Education at 804-371-6201 or email: bspencer@mail.vak12ed.edu.

**Section R — STUDENT CATEGORY**

Grid the appropriate bubble for students meeting the listed criteria:

1. **Migrant:** A child who is, or whose parent or spouse is a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain temporary or seasonal employment in agricultural or fishing work —

- (A) has moved from one school district to another;
  - (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
  - (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.
2. **Homeless:** A child who is homeless and attending any school served by the local education agency.
  3. **Neglected or Delinquent:** A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children.

### Section S — LIMITED ENGLISH PROFICIENT

This section should be gridded only if the student is classified as LEP and a Pre-ID label is not being used; otherwise, leave blank. Note that even if LEP status is carried on the Pre-ID file, it is not printed on the Pre-ID label.

Complete only one circle if the student meets criteria A, B, or C below.

- **Grid circle A** for students classified as level 1, level 2, level 3, or level 4 of English language proficiency;
- **Grid circle B** for students classified in monitor status (year 1 or year 2); **OR**
- **Grid circle C** for students who are formerly LEP and have exited monitor status within the last two years. (Note: Recent guidance from USED allows Virginia to consider such students in LEP for the purposes of calculating Adequate Yearly Progress.)

The criteria for LEP are listed below.

### Limited English Proficient (LEP) Students:

An LEP student in the Commonwealth of Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act of 2001*. The law states:

An LEP student is classified as one:	
(A.)	who is aged 3 through 21;
(B.)	who is enrolled or preparing to enroll in an elementary school or secondary school;
(C.)	(i.) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant
<b>OR</b>	
(ii.)	(I.) who is a Native American or Alaska Native, or a native resident of outlying areas; and
	(II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;
<b>OR</b>	
(iii.)	who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
<b>AND</b>	
(D.)	whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
	(i.) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
	(ii.) the ability to achieve successfully in classrooms where the language of instruction is English; or
	(iii.) the opportunity to participate fully in society.
[P.L. 107-100, Title IX, Part A, Sec. 9101, (25)]	

**Section T — SOA ADJUSTMENT**

Grid this circle for limited English proficient students and transfer students who meet the criteria listed below.

**Limited English Proficient (LEP) Students:**

Mark an LEP student in the "SOA Adjustment" section **ONLY** if she/he meets the criteria in Section S **AND** has been enrolled in a Virginia public school for less than 11 semesters. Students who are in membership for the majority of days in a semester are considered to have been enrolled for that semester.

**Transfer Students:**

Complete the transfer circle in Section T, SOA Adjustment, if the student meets the following criteria:

- Grade 8 MC and Content Specific History regular schedule: Students enrolled from another school division, another state, private school, or home instruction **AFTER** the 20th instructional day following the opening of school.

**OR**

- Grade 8 MC and Content Specific History block schedule: Students enrolled from another school division, another state, private school, or home instruction **AFTER** 20 instructional hours have elapsed since the beginning of the fall semester.

**OR**

- End-of-Course: Students enrolled from another state, private school, or home instruction **AFTER** 20 instructional hours have elapsed since the beginning of the school year (or semester, if on block schedules).

**OR**

- Grade 8 MC, Content Specific History, or End-of-Course: Students who have transferred out of and back into the division during the school year and have been carried in your division's membership for 50% or less of the school year (or 50% of the semester for those on block schedules).

**Section U — X-Code**

This section is not to be completed unless you are instructed to do so by the DDOT.

**Section V — DISABILITY STATUS**

**Grid only one circle.** If more than one disability exists, grid the **primary** disability.

If your division has ordered Pre-ID labels with disability status on the Pre-ID file, this grid should not be completed on the back of the answer document. The Pre-ID label will carry the disability code after the student name.

Only an Examiner or another adult is to complete this section. A disability category must be entered for any student who is identified as having a disability and is provided an accommodation specified in an IEP or 504 management plan. Table 2 on the following page lists the Disability Status Codes to be used in completing Section V, Disability Status, on the answer document.

**Table 2. Disability Status Codes**

Use the following Disability Status Codes to complete Section J for any student who is identified as having a disability. Use categories 1–14 and category 16 for students who are eligible for services under the *Individuals with Disabilities Education Act (IDEA)* and who have Individualized Education Programs (IEPs). Use category 15 for “otherwise qualified handicapped” students who are eligible for services under Section 504 of the *Rehabilitation Act of 1973*.

CODE	DISABILITY STATUS	CODE	DISABILITY STATUS
1	Mental Retardation	9	Speech/Language Impairment
2	Severe Disabilities	10	Other Health Impairment
3	Multiple Disabilities	11	Blank
4	Orthopedic Impairment	12	Deaf-Blind
5	Visual Impairment (including blindness)	13	Autism
6	Hearing Impairment/Deaf	14	Traumatic Brain Injury
7	Learning Disability	15	Otherwise Qualified Handicapped under Section 504
8	Emotional Disturbance	16	Developmental Delay (through age 8)
17–20	These circles should be left blank (positions not used).		

### **Section W — CAREER AND TECHNICAL EDUCATION**

You will receive specific directions from your DDOT for completing Section W. This section grid applies only to End-of-Course tests.

### **Section X — SPECIAL CODE**

Section X is not to be completed unless authorized by the Virginia Department of Education.

### **Section Y — ADDITIONAL TEST CODES — SELP**

You will receive specific directions from your DDOT for completing this grid.

**Section Y — ADDITIONAL TEST CODES, continued****Table 4. Section Y – Possible Coding**

<b>If a student is.....</b>	<b>Recovery</b>	<b>Retest</b>	<b>Expedited</b>	<b>D-Code</b>
• Participating in a remediation recovery program; and retaking a failed Grade 8 <i>English: Reading</i> test and/or <i>Mathematics</i> test; or an EOC <i>Mathematics</i> test — <b>grid Recovery</b>	<b>X</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
• In grade 9: pursuing a modified standard diploma; participating in a remediation recovery program; and retaking a failed Grade 8 <i>English: Reading</i> test and/or <i>Mathematics</i> test — <b>grid Recovery and D-Code</b>	<b>X</b>	<b>N/A</b>	<b>N/A</b>	<b>X</b>
• Participating in a remediation recovery program and did NOT take the regularly scheduled EOC <i>Mathematics</i> test for legitimate reasons — <b>grid Recovery and Expedited</b>	<b>X</b>	<b>N/A</b>	<b>X</b>	<b>N/A</b>
• In grades 9, 10, 11, or 12; pursuing a modified standard diploma; and RETAKING a failed Grade 8 <i>English: Reading</i> test and/or <i>Mathematics</i> test — <b>grid Retest and D-Code</b>	<b>N/A</b>	<b>X</b>	<b>N/A</b>	<b>X</b>
• In grades 9, 10, 11, or 12 ; pursuing a modified standard diploma; and RETAKING a failed Grade 8 <i>English: Reading</i> test and/or <i>Mathematics</i> test under the expedited policy — <b>grid Retest, Expedited and D-Code</b>	<b>N/A</b>	<b>X</b>	<b>X</b>	<b>X</b>
• In grades 9, 10, 11, or 12; pursuing a modified standard diploma; and TAKES the Grade 8 <i>English: Reading</i> test and/or <i>Mathematics</i> test for the FIRST time after the regular administration under the expedited policy — <b>grid Expedited and D-Code</b>	<b>N/A</b>	<b>N/A</b>	<b>X</b>	<b>X</b>
• In grades 9, 10, 11, or 12; pursuing a modified standard diploma; and TAKING the Grade 8 <i>English: Reading</i> test and/or <i>Mathematics</i> test for the FIRST time — <b>grid D-Code</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>X</b>
• RETAKING an EOC test for verified credit only (has passed the course(s) previously) — <b>grid Retest</b>	<b>N/A</b>	<b>X</b>	<b>N/A</b>	<b>N/A</b>
• RETAKING an EOC test under the Expedited Retake Policy for reasons other than did not take the regularly scheduled test for legitimate reasons — <b>grid both Retest and Expedited</b>	<b>N/A</b>	<b>X</b>	<b>X</b>	<b>N/A</b>
• TAKING an EOC test for the FIRST time after the regular test administration under the Expedited Retake Policy — <b>grid Expedited</b>	<b>N/A</b>	<b>N/A</b>	<b>X</b>	<b>N/A</b>

NOTE: If Section Y—Additional Test Codes is gridded, it is not necessary to grid Section Z—Testing Status.

**Expedited Retake Policy**

According to the 2000 Standards of Accreditation 8 VAC 20-131-110, the Board will provide opportunities for students who meet criteria adopted by the Board to have an expedited retake of an End-of-Course SOL test to earn verified credit.

To be eligible for an expedited retake of an End-of-Course test, the student must:

- Need the test for verified credit; and

- Have passed the course associated with the test; and
- One of the following:
  - Failed the test by a scale score of 375-399, OR
  - Had extenuating circumstances that would warrant retesting, OR
  - Did not sit for the regularly scheduled test for legitimate reasons.

As of February 2003, the Board revised the Expedited Retake guidelines to include opportunities for modified standard diploma students who meet criteria to have an expedited retake of the Grade 8 *English: Reading* and/or Grade 8 *Mathematics* test.

To be eligible for an expedited retake of the Grade 8 *English: Reading* and/or Grade 8 *Mathematics* test the student must:

- Need the test for literacy and numeracy requirements for the modified standard diploma; and
- One of the following:
  - Failed the test by a scale score of 375-399, OR
  - Had extenuating circumstances that would warrant retesting, OR
  - Did not sit for the regularly scheduled test for legitimate reasons.

Students who fulfill these conditions are not required to retest, but should be given the option. Divisions should retest students who meet the criteria for expedited retakes as soon as possible after the pass/fail reports are received. All expedited retests should be completed within four weeks of receiving your student score reports for the paper/pencil tests and within three weeks for the online tests.

At its March 24, 2004 meeting, the Virginia Board of Education adopted adjusted cut scores on the Grade 8 *English: Reading* and *Mathematics* tests for special education students taking these tests to meet the literacy and numeracy requirements of the modified standard diploma. Special education students achieving a scale score of 299 on the Grade 8 *English: Reading* test should be considered to have met the literacy requirements of the modified standard diploma. Special education students achieving a scale score of 360 on the Grade 8 *Mathematics* test should be considered to have met the numeracy requirements of the modified standard diploma. The adjusted cut scores may be applied retroactively so that students who achieved the required scale scores in previous test administrations may be considered to have met the literacy and numeracy requirements of the modified standard diploma. **NOTE: This action by the Board of Education does NOT affect the score required to pass the Grade 8 *English: Reading* or *Mathematics* tests; the required score to pass the tests remains at 400. Students taking the Grade 8 *Plain English Mathematics* test must also achieve a scale score of 400 to meet the numeracy requirement for the modified standard diploma.**

Students who retake a test under the expedited retake provision will receive two score reports for that test — one for the original administration of the test and one for the retake administration. Both scores will count in the school's pass rate for that test. However, the score from the expedited retake administration will count in the school accreditation rating only if the student passes.

## **Section Z — TESTING STATUS**

Following the completion of make-up testing, only an Examiner or another designated adult is to complete this section to explain why a student did not take one or more of the required SOL tests. Complete instructions are in the *Examiner's Manuals*.

Table 4 explains the options for completing Section Z, Testing Status.



**Table 4. Coding "Testing Status"**

GRID CIRCLE NUMBER:	IF THE STUDENT WAS:
1 = Absent	Absent.
2 = IEP or 504 management plan	Exempted from taking the test in grade 8 History or Science or Content Specific History tests by way of her/his IEP or 504 management plan. This exemption is not available for Grade 8 <i>English: Reading</i> or <i>Mathematics</i> . Circle 2 is not applicable for End-of-Course tests.
3 = Limited English Proficient (LEP)	Exempted from taking the test in Grade 8 History or Science or Content Specific History by way of her/his LEP documentation. This exemption is not available for Grade 8 <i>English: Reading</i> or <i>Mathematics</i> tests. (See Appendix B)
4 = Medical Emergency	Unable to take the test due to a medical emergency.*
5 = Refusal/Disruptive	Too disruptive or refused to take the test.
6 = Alternate Form Used	Grid circle 6 <b>only with authorization from the Virginia Department of Education.</b>
7 = Student Cheated	Grid circle 7 if it is determined that a student cheated.
8 = Student is not taking this class in the Fall semester.	Enrolled in block schedule and may have taken an eighth-grade class and its associated SOL test in the Spring administration. Circle 8 should be gridded only for the test(s) that the student took in the Spring administration.
8 = A grade 8 student took the grade 8 <i>History and Social Science</i> (cumulative) test as a seventh grader.	For grade 8 students who took the grade 8 <i>History and Social Science</i> test as seventh graders, grid circle 8 for ONLY the History test to indicate that it has already been taken.
8 = A grade 8 student took the grade 8 <i>Mathematics</i> or the plain English mathematics, and /or <i>Science</i> tests as a fifth, sixth, or seventh grader.	For grade 8 students who took the grade 8 <i>Mathematics</i> , plain English mathematics, or <i>Science</i> tests as fifth, sixth, or seventh graders, grid circle 8 for these tests to indicate that they have already been taken.
9 = Student has already passed this test	Grid circle 9 if the student previously passed this test but is retaking the class/course.
10 = Other	Grid circle 10 <b>only with authorization from the Virginia Department of Education.</b>
11 = Other	Grid circle 11 <b>only with authorization from the Virginia Department of Education.</b>
12 = Other	Grid circle 12 <b>only with authorization from the Virginia Department of Education.</b>

\* Students who were not assessed due to documented significant medical emergencies during the testing window will be excluded from the participation rate formula. Since 1998, Virginia has collected information about students who were not tested on the Standards of Learning assessments due to a medical emergency. Students who fall into this category are those who are absent for the entire testing window due to hospitalization or serious illness as well as those who become ill while testing and who are then absent due to illness during the make-up period. Significant medical emergencies must be documented by a medical doctor.

**Section AA — SPECIAL TEST ACCOMMODATIONS**

Only an Examiner or another designated adult is to complete this section. It must be completed for students who receive testing accommodations as specified in their IEPs or 504 management plans or on their *LEP SOL Participation Plans*. All accommodations that apply to a student must be entered; accuracy is critical.

Make sure that Examiners are aware that Section AA shows **only** the circles for allowable accommodations. Appendix E shows the specific testing accommodations that correspond to the numbers shown in the Special Test Accommodations section for each test. This information is also included in the *Examiner's Manuals*.

**Circle A** should be gridded for students who are taking the *Plain English Mathematics* test instead of the regular Grade 8 *Mathematics* test. The *Plain English Mathematics* test is available to LEP students who are classified as level 1 or level 2; all LEP students regardless of their English language proficiency level during their first year of enrollment in a U.S. school; and students with disabilities based on their IEPs or 504 management plans.

**GRADE 8 EXAMPLE**

	SPECIAL TEST ACCOMMODATIONS																											
Reading	1	2	3	4	5	6	7	8	9				13	14	15	16	17	18		20	21	22	23		27		A	B
Math	1	2	3	4	5	6	7	8	9	10	11	12	13				17	18	19	20	21	22	23		27	28	A	B
History	1	2	3	4	5	6	7	8	9	10	11	12	13				17	18		20	21	22	23		27		A	B
Science	1	2	3	4	5	6	7	8	9	10	11	12	13				17	18	19	20	21	22	23		27	28	A	B

**Regarding Students with Disabilities:**

17

Circles in the shaded boxes above are not applicable for students with disabilities, unless also identified as LEP. If the student is identified as having a disability but not as LEP, DO NOT GRID.

Grid circle A for Plain English Mathematics if applicable. Do not grid circle B unless instructed to do so by your DDOT.

	AA SPECIAL TEST ACCOMMODATIONS																											
Reading	1	2	3	4	5	6	7	8	9				13	14	15	16	17	18		20	21	22	23		27	A	E	
Math	1	2	3	4	5	6	7	8	9	10	11	12	13				17	18	19	20	21	22	23		27	28	A	E
History	1	2	3	4	5	6	7	8	9	10	11	12	13				17	18		20	21	22	23		27		A	E
Science	1	2	3	4	5	6	7	8	9	10	11	12	13				17	18	19	20	21	22	23		27	28	A	E

**Regarding LEP Students:**

5

Circles in the shaded boxes above are not applicable for LEP students, unless also identified as having a disability. If the student is identified as LEP but does not have a disability, DO NOT GRID.

In addition, if any accommodation is gridded in Section AA, the student's primary disability must be entered in Section V, Disability Status, and/or the LEP circle in Section S, Limited English Proficient, must be gridded. School personnel must resolve any issues or uncertainties regarding a student's special accommodations, disability status, and/or LEP status **before answer documents are submitted for scoring**.

#### 4.8.2 Use of Pre-ID labels

Remember to consult with your DDOT to determine whether your school division has purchased the Pre-ID bar-code label service. If so, some of the student information fields will not need to be completed. A sample demographic page with a Pre-ID label is in Appendix F.

If ordered, the Pre-ID labels will carry the disability code after the student's name. LEP status, economically disadvantaged information, and career and technical education information, however, are not printed on the Pre-ID label, even if they were included in the Pre-ID file. Therefore, it is not necessary to grid these sections on the student's answer document.

**Check with your DDOT to determine what information was included in the Pre-ID file. Even if information does not appear on the Pre-ID label, it may still be on the Pre-ID file that will appear on the school division's final reports.**

#### 4.8.3 Completing special codes

A list of the disability codes that Examiners will use in completing Section V, Disability Status, on the answer document is on page 17. A table showing the allowable testing accommodations and their corresponding numeric codes to be used in completing Section AA, Special Test Accommodations, can be found in Appendix E.

#### SPECIAL CODES

**To avoid unnecessary delays in score report processing, accurate gridding is critical for Section V, Disability Status; Section S, Limited English Proficient; and Section AA, Special Test Accommodations.**

- Certain accommodations are not allowable for some tests, but are allowable for other tests. Only allowable accommodation circles are printed on the answer document. Make sure that Examiners have gridded only allowable accommodations.
- Make sure that every student with an allowable accommodation has an identified disability (Section V, Disability Status) or is identified as LEP (Section S, Limited English Proficient), or both, **AND** that the accommodation corresponds appropriately to the student's disability and/or LEP status as noted in Appendix E.

*If neither Section V nor S is gridded for a student with an accommodation, or if a gridded accommodation is inappropriate to the student's disability or LEP status, the situation must be resolved prior to submission of the answer documents for scoring.*

- For students who were not allowed accommodations, make sure that circles are not gridded and that there are no stray marks in Section AA.

Verify with your DDOT the proper procedure for coding. If these codes are not entered properly, a delay in scoring will occur and score reports may not be available prior to the close of the school term.

Be sure that Examiners review and understand Section 6.3 of the *Examiner's Manuals*, Completion of Demographic Page Codes. In your Examiner training, make sure that Examiners understand which accommodations are and are not available for students with disabilities and students who have limited English proficient status.

#### 4.9 Plan for Coding of Students Not Tested

An answer document must be completed for every student who can be identified for Fall 2004 testing as described in Section 4.1, Identify Students to Be Tested. This includes students who were not tested because they were absent, refused to take the test or were disruptive, were involved in a medical

emergency, or, for eligible students who were exempted from testing by their IEP, 504 management plan, or *SOL LEP Participation Plan*. For each student not tested, an answer document must be completed to collect student identification information as well as information on why the student was not tested.

Because absent students are to be afforded an opportunity for make-ups, do not complete this information until after all make-up testing is completed. You should decide if you, Examiners, or other adults will complete the demographic information on answer documents for students who are not tested, including Section Z, Testing Status, to indicate the reason the student did not take a test.

Table 4, Coding “Testing Status,” lists the codes. Note that Examiners are directed in their *Examiner’s Manuals* to complete circles 6 through 12 only with direction from you.

#### **4.10 Train Examiners**

It is your responsibility to conduct training of your school’s Examiners so that they can successfully conduct the SOL test administration. This training should cover the following topics for both Regular-Print and Special Test Forms administrations if you will have Examiners administering Braille, large-print, or audiotape versions of the test forms:

- responsibilities of Examiners
- security requirements, including use of the *Examiner’s/Proctor’s Test Security Agreement* and the Virginia General Assembly 2000 legislation on test security (Appendix A)
- test schedule
- preparing students for testing
- appropriate room preparation
- Grade 8 *Plain English Mathematics*
- Content Specific History tests (*United States History to 1877*, *United States History: 1877 to Present*, and *Civics & Economics*)
- LEP students who also have a disability may use the reading subtest of the *Stanford English Language Proficiency (SELP)* tests as a substitute for the Grade 8 SOL *English: Reading* test.
- A subject-specific answer document has been distributed for use with both 1995 and 2001 versions of EOC History tests. Answer documents have sufficient spaces for students to grid their responses for the longer version of the test. Students taking the shorter versions of the test, which measure the 2001 standards, should leave the remaining answer spaces blank.
- providing accommodations for students
- use of test manipulatives
- coding of identifying information on student answer documents, including special codes
- conducting SOL testing under standardized conditions using the *Examiner’s Manuals*
- monitoring students during testing
- use of classroom Proctors/Interpreters (if necessary)
- identifying and reporting testing irregularities
- handling emergencies
- coding for students not tested
- completing the SSID sheet
- packaging and returning of materials after testing

**NOTE:** Please inform Examiners who are administering the SOL tests at grade 8 that they are not to look ahead in the test booklets to tests that have not yet been administered.

Examiners may review the *Examiner’s Manuals* prior to the day of testing. In your distribution of manuals, remember to include itinerant vision teachers or homebound teachers who will be administering the non-writing tests to students who are in your school or who are homebound.

You may wish to collect the *Examiner's Manuals* after training and then re-distribute them on the day of testing to ensure that all Examiners have a copy for test administration.

#### 4.11 Receive Secure Test Materials

You should receive your school's carton(s) of secure SOL test materials from your DDOT no earlier than 96 hours (four school days) before testing is to begin.

As secure materials, the carton(s) of SOL test materials must be kept in a locked location accessible only to you and the school principal at all times when not being used in a testing session. You must acknowledge receipt of the secure test materials by completing the appropriate section of the *SOL School Test Coordinator's Test Booklet Transmittal Form* or *SOL Multiple-Choice (Non-Writing) Special Test Forms School Transmittal Document* which will be provided by your DDOT and will accompany the materials. Verify that the number of cartons indicated on this form is indeed the correct number conveyed to you before signing the transmittal.

Immediately upon receipt of your secure materials, inventory all materials against the school packing list contained in box #1. For multiple-choice test booklets, a package cover sheet (as shown in Appendix I) shows the quantity of test booklets in the package and the test form number for those booklets. Test booklets will arrive in packages of 5. Use the *School Test Coordinator's Test Booklet Transmittal Form* in Appendix H to account for the secure materials. In the "Packing List Quantity" column, record the counts shown on packing lists. Then record the total counts of all test booklets received in the "STC Received" column. Shrink-wrapped packages do not need to be broken for this inventory; however, test booklet counts should be obtained by multiplying the number of packages times the package count (5).

**If you discover a shortage or discrepancy in secure testing materials, contact your DDOT immediately.**

Locate the *SOL Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* in Appendix J and photocopy it. These transmittal forms will be used to check out test booklets to Examiners on each day of testing. You will use one of these forms per grade if more than one grade in your school is participating in the SOL tests.

#### 4.12 Use of Test Manipulatives

Make sure that Examiners are aware of the use of SOL test manipulatives as shown here in Table 5 and in Section 4.8 of the appropriate *Examiner's Manuals*.

**Table 5. Test Manipulatives**

Grade/Subject	Manipulatives Allowed
8	<ul style="list-style-type: none"> <li>• <i>Mathematics</i>: metric/standard ruler, 4-function calculator, formula sheet</li> <li>• <i>Science</i>: metric/standard ruler, 4-function calculator</li> </ul>
Algebra I	<ul style="list-style-type: none"> <li>• metric/standard ruler, graphing calculator, formula sheet</li> </ul>
Geometry	<ul style="list-style-type: none"> <li>• metric/standard ruler, graphing calculator, compass, formula sheet</li> </ul>
Algebra II	<ul style="list-style-type: none"> <li>• metric/standard ruler, graphing calculator, formula sheet</li> </ul>
Earth Science	<ul style="list-style-type: none"> <li>• metric/standard ruler, 4-function, scientific, or graphing calculator</li> </ul>
Biology	<ul style="list-style-type: none"> <li>• metric/standard ruler, 4-function, scientific, or graphing calculator</li> </ul>
Chemistry	<ul style="list-style-type: none"> <li>• metric/standard ruler, 4-function, scientific, or graphing calculator, Periodic Table of the Elements</li> </ul>



These guidelines should be followed when addressing calculator use on the SOL tests:

- Students should be familiar with the calculator they are to use. Do not let testing time be the first time a student uses a calculator.
- Either a school-owned or student-owned calculator may be used on the test.
- For the Grade 8 *Mathematics* and *Science* tests, any four-function calculator (i.e., add, subtract, multiply, and divide), including one with percent, square root, and  $\div$  functions, may be used.
- For EOC *Science* tests, four-function, scientific, or graphing calculators may be used.
- The Standards of Learning require the use of graphing calculators on the SOL End-of-Course tests for *Algebra I*, *Geometry*, and *Algebra II*. Students may not use four-function or scientific calculators on the End-of-Course *Mathematics* tests.
- The graphing calculator's memory must be reset prior to test administration. Clear all memory contents not built into the calculator by the manufacturer.

#### NOTE

Acceptable graphing calculator model types are: CASIO 9750G Plus series (new model), CASIO 9850G, CASIO 9850G Plus, TI-82, TI-83, TI-83 Plus, or TI-84 Plus. Two of these model types (CASIO 9850G Plus and TI-83) have been provided to school divisions for use in meeting the requirements of the Standards of Learning. Because many school divisions have been using the earlier model types, CASIO 9850G and TI-82, in instruction prior to receiving the state's shipment, we are also allowing their use on the SOL EOC *Mathematics* tests. If students are using other models of graphing calculators, make sure that those calculators' functions do not exceed the specifications of the models listed above. Otherwise, students will have an unfair advantage over others who are using an approved calculator.

Items on the high school Standards of Learning tests are designed to be calculator-neutral or calculator-inactive. Calculator-neutral items are those that can be solved correctly without a graphing calculator, but the use of one may be helpful. Calculator-inactive items are those in which there is **no** advantage to using a calculator.

### 4.13 Prepare Manipulatives for Distribution to Examiners

Certain manipulatives to be used for SOL testing (e.g., rulers, four-function, scientific, and graphing calculators, and compasses) are now maintained in your school division. Work with your DDOT to ensure that you have received the manipulatives needed for the SOL tests to be administered in your school. Determine how you will distribute these materials to Examiners so that each student will have the required manipulatives for testing. You may distribute manipulatives to Examiners prior to testing or on the morning of testing.

Please note that other ancillary test materials mentioned in Section 4.12 (formula sheets and Periodic Tables) are packaged in your school's shipment of non-secure materials and should be delivered to Examiners on the morning of testing.

### 4.14 Receive Secure Special Test Forms Materials

If you have students who will take the Braille, large-print, or audiotape versions of the tests, make sure that you have received these special test materials from your DDOT. Please also direct your attention to Section 7 of this manual for specific instructions on receiving these Special Test Forms materials. *The SOL Multiple-Choice (Non-Writing) Special Test Forms School Transmittal Document* is in Appendix N and *SOL Multiple-Choice (Non-Writing) Special Test Forms Classroom Transmittal Document* is in Appendix M. These forms are used to track the transfer of special test materials.



#### 4.15 Using SSIDs or “Header Sheets”

Only one Scoring Service Identification Sheet (SSID or “header sheet”) will be used for the paper-banded bundles of answer documents. The special accommodation header (purple SSID) and the irregularity header (pink SSID) have been eliminated. The orange SSID sheet will be used with (1) regular test forms, (2) special test forms (Braille, large-print, regular-audio), (3) alternate forms used for irregularities that require retesting, (4) term graduates, and (5) expedited retakes.

NOTE: During the transition from three SSID sheets to one SSID sheet, please note that the SSID sheets you receive for the Fall 2004 Administration will have “Regular Testing Material Header” printed at the top. However, this orange SSID sheet may be used for any bundle of answer documents, including Special Test Forms (Braille, large-print, and regular-audio), and administrations using the alternate form for irregularities that require retesting.

There must be a preprinted SSID for every paper-banded bundle of answer documents. See the sample in Appendix K.

### 5. SPECIFIC DUTIES OF THE SCHOOL TEST COORDINATOR: DURING TESTING

#### 5.1 Administration Audits

Audits will not be conducted during the Fall 2004 Administration.

#### 5.2 Coordinate Your School's Administration of the Tests

##### 5.2.1 Conduct secure check-out of test materials to Examiners

Test booklets must be checked out to Examiners using the *SOL Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit*. Examiners must initial this form verifying their receipt of the quantity of test materials listed in the “Test Booklet Quantity” column. This form may be found in Appendix J of this manual. If you are administering a Special Test Forms, see Section 7 for instructions on transmitting these materials to Examiners.

Please note that upon opening a package **but before distributing its contents to students**, Examiners must count the number of test booklets contained in the package and complete the package's cover sheet, checking off the applicable box and signing and dating the cover sheet. Each package of multiple-choice test booklets will contain a cover sheet that shows:

- a package number unique to the booklets within the package; and
- the form number of the test booklets contained in that package.

See Appendix I for a sample of the cover sheet that will be included in packages of the test booklets. If an Examiner must open more than one package of test booklets, the cover sheet in each package must be completed. Examiners must return all cover sheets to you along with the test booklets immediately after the testing session has concluded.

If necessary, you may break packages in order to distribute test booklets most efficiently to the Examiners. Make sure that you photocopy the package cover sheet and write the new quantity of test booklets on the cover sheet. Each divided set must have a cover sheet. The security of the test booklets must be maintained at all times.

Provide each Examiner with the following test materials:

- Fall 2004 Grade 8, Content Specific History, or End-of-Course *Examiner's Manual*. Make sure that the manual provided to each Examiner is specific to the test that he or she is to administer.
- test booklets
- answer documents: Answer documents for the various tests are similar in color. Make sure that appropriate answer documents are distributed.
- "TESTING IN PROGRESS: DO NOT DISTURB" sign if available.
- ancillary materials/manipulatives (formula sheets, Periodic Tables of the Elements, calculators, protractors, rulers, and compasses—see Table 5)

### **5.2.2 Monitor test administration**

Monitor the administration of the SOL *Multiple-Choice (Non-Writing)* tests as they are being conducted in your school. Be actively involved in test administration by carefully supervising the procedures described in this manual and the *Examiner's Manuals*. Be available to answer questions and resolve problems as they arise.

### **5.2.3 Identify and resolve testing irregularities**

The *Examiner's Manuals* instruct Examiners to immediately report any testing irregularities to you. A testing irregularity is any occurrence which may inappropriately influence a student's performance. Examples of testing irregularities include, but are not limited to, the following:

- a student becomes ill during testing
- a student is observed cheating during the testing session
- a teacher or another adult provides improper assistance to student
- testing accommodations specified in a student's IEP, 504 management plan, or *LEP SOL Participation Plan* are not provided
- a student is provided an accommodation that is not specified in the student's IEP, 504 management plan, or *LEP SOL Participation Plan*
- an excessive disturbance or disruption occurs during the testing session
- a student's test booklet or used answer document is missing
- any unused/unassigned test booklet is missing

All testing irregularities must be recorded on the *Test Irregularity Form* (found in Appendix G of this manual) and submitted to your DDOT within 24 hours of occurrence. Photocopy the form as needed. Either you or the Examiner may complete the form. The DDOT will give you guidance in the proper way to resolve specific test irregularities. There may be times when the DDOT will need to consult with the Department of Education staff regarding proper resolution of a testing irregularity.

**NOTE**

In order to process the testing irregularities, it is important to:

- write legibly (PLEASE PRINT the description)
- complete the division and school code
- include the name of each student involved ONLY if the student needs to be retested with an alternate form
- include the correct form number

**5.2.4 Check in test materials at the end of each testing session**

The *Examiner's Manuals* instruct Examiners to return test materials to you as soon as the test session is completed or to store the materials until the end of the school day in a secure location that is inaccessible to students. **All test materials must be returned to you no later than the end of this school day.**

When the test materials are returned to you, count the test booklets and initial the *SOL Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* to verify that all test booklets and answer documents have been returned. Immediately report any missing test booklets by completing an *SOL Test Irregularity Form* and submitting it to your DDOT.

As you place Grade 8 test booklets and answer documents in a secure location, consider that they may be needed for the administration of other tests.

Examiners may be allowed to retain the *Examiner's Manuals* to administer other tests for Grade 8, Content Specific History, and End-of-Course.

**5.3 Conduct Make-Up Session(s)**

Students who are absent and miss a regular test session must be provided with an opportunity to take on a make-up basis the test(s) they missed.

- All make-up sessions must be completed in time for you to submit materials to meet the local deadlines set by your DDOT. You should schedule make-up testing sessions as necessary and secure appropriate numbers of Examiners and Proctors for these sessions.
- Section J - MC Form - Grid the form number on the student's answer document for each one of the four content area tests that are administered. When appropriate, this includes the form number for Grade 8 *Plain English Mathematics* test and/or special test forms.

Students eligible to take the Grade 8 *Plain English Mathematics* test will use a separate test booklet; however, the student's same answer document will be used to grid answers for *Plain English Mathematics* as the other content areas tests. In addition to gridding Section J - MC Form "Math", Section AA - Special Test Accommodation, **circle A** must be gridded for math.

Leave Section J MC - "History" grid blank, if a student is taking a Content Specific History (*U.S. History to 1877*, *U.S. History: 1877 to Present*, or *Civics & Economics*) test instead of the Grade 8 *History and Social Science* (cumulative) test; however, you should grid Section Z - Testing Code "8" for History.

Note: Students taking a Content Specific History test will use a separate test booklet and a separate answer document. Students will receive their results in a separate score report.

Make sure Examiners understand the importance of this during make-up sessions.

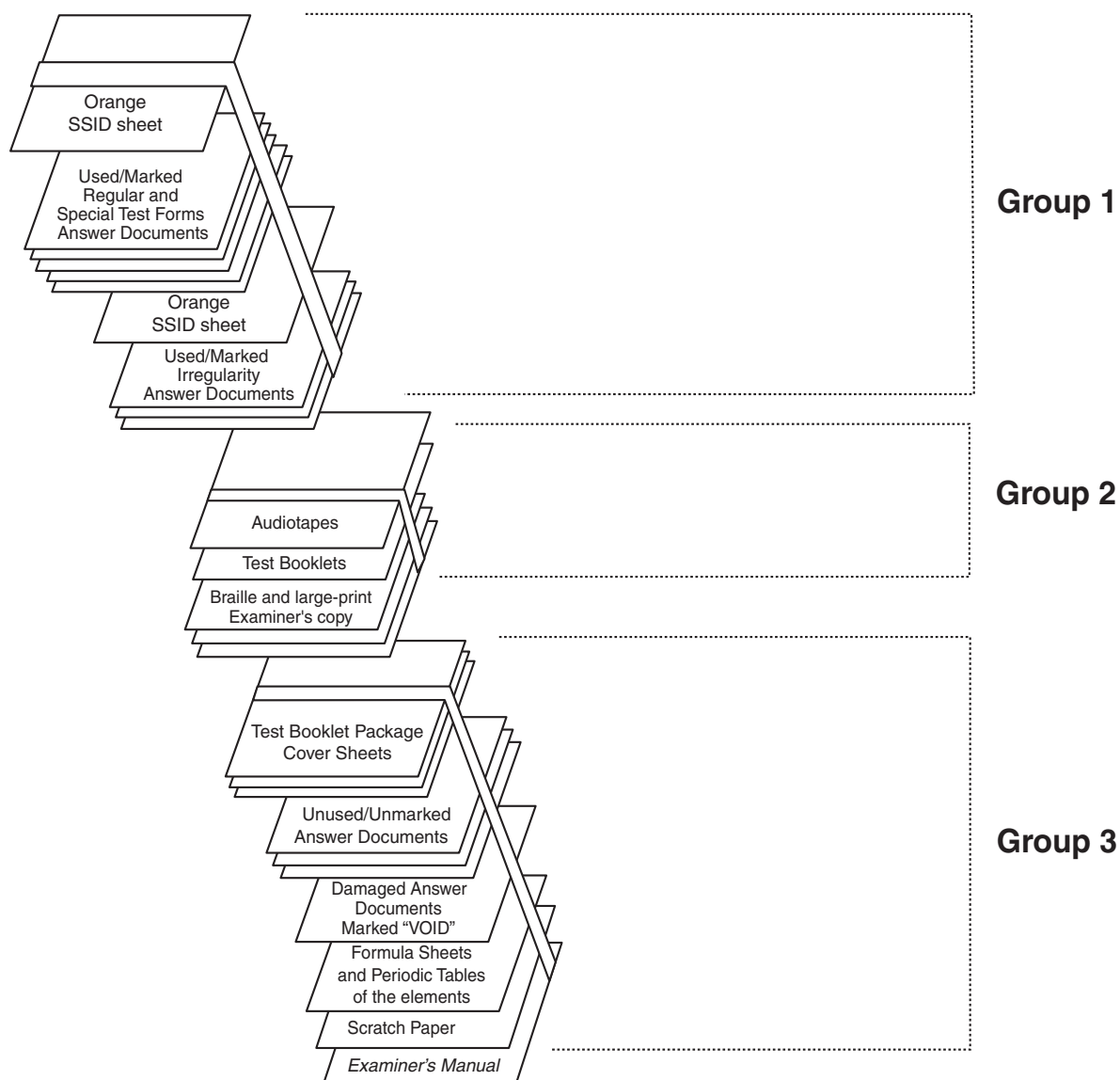
- After make-up sessions have been completed, the answer document of each student who has taken a make-up test must be grouped with the answer documents used by students in her/his regular classroom.

## 6. SPECIFIC DUTIES OF THE SCHOOL TEST COORDINATOR: AFTER TESTING

After testing is complete, your responsibilities include accounting for, assuring accuracy of, and transmitting of test materials. At the close of the last testing session, Examiners will return test booklets as they have done at the close of each testing day. In addition, Examiners will also return completed student answer documents to you along with the completed Scoring Service ID Sheet (SSID, more commonly known as a “header sheet”). You will then have the responsibility of verifying and packaging student answer documents, completed SSIDs, and completed *SOL School Master File Sheets* for transmittal to the DDOT.

### 6.1 Receive All Testing Materials from Examiners

Examiners will return three groups of materials as shown in the following diagram.



**GROUP 1: Student Answer Documents** – After each testing session, Examiners are to return all answer documents to you. After the final session has been completed, each Examiner will:

- inspect the students' answer documents
- bundle them with the paper band provided
- verify and complete the preprinted SSID sheet (orange)
- place the SSID sheet on top of the test materials inside the paper band

Answer documents for Regular and Special Test Forms (Braille, large-print, and regular-audio) should be bundled as described in the EOC, Grade 8, or Content Specific History *Examiner's Manuals*.

**Review each bundle of answer documents submitted by each Examiner as described in Section 6.2.1.**

In the case of a damaged answer document, Examiners have been instructed to transcribe the student's answers and demographic information onto a new document, have a second adult verify the transcription, write the word "VOID" on the demographic page of the original answer document, and provide it to you for return to your DDOT. However, damaged answer documents must **not** be included in the bundles of documents that are to be scored.

**GROUP 2: Test Booklets** –

- After each testing session, count the test booklets and verify in the presence of the Examiner that you have received all test booklets. Then, initial the "IN" column on the *SOL Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* certifying that all test booklets have been returned. Also, collect a completed package cover sheet for each package of test booklets that has been opened. Attach the cover sheets to the *SOL Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* to be forwarded to your DDOT. Photocopy any cover sheet that notes a discrepancy and attach it to the *School Test Coordinator's Test Booklet Transmittal Form*. Immediately report any missing test booklets by completing a *Test Irregularity Form* and submitting it to your DDOT. Attach a photocopy of the corresponding package cover sheet.
- Upon your receipt of test booklets, remember that each Examiner (and Proctor, if applicable) must sign the "Examiner's/Proctor's Affidavit" column of the *SOL Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* (Appendix J). These affidavits certify that each Examiner (and Proctor) has followed the proper procedures in administering the *SOL Multiple-Choice (Non-Writing)* tests to all students. **This procedure is mandatory.**

**GROUP 3: Non-Scorable Test Materials** – After each testing session, Examiners are to return all non-scorable materials to you. Verify that you have received all scratch paper, formula sheets, and Periodic Tables of the Elements from Examiners who administered tests requiring these materials. These documents are to be destroyed unless your school wishes to retain the formula sheets and Periodic Tables for instructional use. If this is the case, the formula sheets and Periodic Tables must be examined for marks. Those that contain student work or notes must be destroyed. Clean copies of formula sheets or Periodic Tables including large print and Braille may be retained. All scratch paper must be destroyed.

Examiners have been asked to return or store other manipulatives, such as rulers, calculators, and compasses, according to your instructions.

## 6.2 Check Materials Received from Examiners

### 6.2.1 Inspect paper-banded groups of answer documents

Each bundle of answer documents should be wrapped with a paper band.

#### PAPER BAND EXAMPLE

School	<u>East Wing High School</u>
Grade	<u>EOC - Geometry</u>
	<u>of</u>

Check to see that each Examiner has printed the school and grade and, for Content Specific History and EOC, subject on the paper bands. If the Examiner has not supplied the information, please refer to the completed SSID sheet and print the necessary information on the paper bands.

Some schools may receive paper bands that have a space to grid Name of Teacher. This information is optional. Score reports will not be delayed if any information on a paper band is omitted.

Examiners have been instructed to leave “\_\_\_ of \_\_\_” blank. You will complete this information following instructions in Section 6.3.2.

**NOTE: For Content Specific History tests (*United States History to 1887, United States History: 1877 to Present, Civics & Economics*) you should specify “HST 567” on the paper band.**

In packaging, be sure you do not bind answer documents with clips or rubber bands; they will damage answer document edges.

### 6.2.2 Verify information on Scoring Service Identification Sheets (SSIDs or “header sheets”)

Only one Scoring Service Identification Sheet (SSID or “header sheet”) will be used for the paper-banded bundles of answer documents. The special accommodation header (purple SSID) and the irregularity header (pink SSID) have been eliminated. The orange SSID sheet will be used with (1) regular test forms, (2) special test forms (Braille, large-print, regular-audio), (3) alternate forms used for irregularities that require retesting, (4) term graduates, and (5) expedited retakes.

You are responsible for ensuring that SSIDs are completed accurately by the school’s Examiners. A sample SSID is in Appendix K. Review each SSID as follows:

1. There must be one preprinted orange SSID for every paper-banded bundle. SSIDs must be the computer-generated, preprinted SSIDs received from Harcourt Assessment, Inc. If any photocopied SSIDs are found, call your DDOT to obtain an unused, preprinted SSID. If an SSID is missing, complete one for the bundled group. All used/marked answer documents should be bundled in the manner described in the *Examiner’s Manuals*.
2. All information printed and gridded on Side 1 and, if used, Side 2 of each SSID must be complete and accurate. See the *Examiner’s Manuals* for complete instructions.



Verify that the information preprinted by Harcourt Assessment, Inc., (division name, division code, city, state, school name, school code, and grade) is correct. The grade should be preprinted and computer-gridded. Make sure the grade matches that bundle of answer documents. If grade is blank, grid the circle for the proper grade level.

The SCHOOL NAME and SCHOOL CODE fields preprinted by Harcourt Assessment, Inc., **may not be altered**. *Alteration of these fields will require resolution with your DDOT and may cause delays in reporting of your SOL test results.*

Follow your local instructions regarding whether side 2 of the SSID is to be completed. If so, ensure that the information is gridded accurately.

See Section 7, Use of Braille, large-print, or audiotape kits, for information specific to the Braille and large-print kits and their accompanying audiotapes.

#### NOTE

If a classroom group of students at a grade lower than 8 has taken one or more of the SOL Grade 8 tests, the Examiner must still use a preprinted Grade 8 SSID sheet. The correct grade circle must be gridded on the demographic page of the student's answer documents so that the grade level of the student is correctly reported. For example, seventh graders taking a grade 8 history test will have their answer documents bundled under a Grade 8 pre-slugged SSID sheet. However, the grade 7 circle must be gridded on the demographic page of the student's answer documents so that the student is correctly reported as a grade 7, not a grade 8, student.

3. In the NUMBER OF DOCUMENTS field, verify that an accurate count of scorable documents is printed and properly gridded on each SSID. Numbers are to be right-justified. Enter zeros to the left of the number to completely fill the four-digit field. For example, 32 documents would be printed and gridded as 0032. The total count of scorable documents must include documents for all students, both tested and (if applicable) not tested.

**To avoid unnecessary delays in report processing**, the submitted count of answer documents entered in the NUMBER OF DOCUMENTS field must be accurate. If you are uncertain about which answer documents to count, ask your DDOT.

4. An orange SSID must be completed for each group of answer documents. Answer documents for Regular and Special Test Forms (Braille, large-print, and regular-audio), administrations using the alternate multiple-choice form for irregularities that require retesting, and administrations for term graduates should be bundled separately as described in the EOC or Grade 8 Multiple-Choice *Examiner's Manuals*.

Bundle each of these groups of answer documents by **grade (multiple-choice)**, **content specific area (Content Specific History)**, or **subject area (End-of-Course)** with its SSID and a paper band.

### 6.2.3 Inspect answer documents

Make sure that all Examiners have inspected students' answer documents. Perform spot checks to ensure that all answer documents are undamaged and complete and that they

contain all appropriate identification information. Careful inspection of the students' answer documents will help prevent scoring delays.

1. Inspect answer documents for improper marks. All marks to be read by the scanners must be very dark. Marks made with ballpoint pen, felt-tipped pen, or hard or colored pencils will not be scanned properly. Darken all light marks with a soft-lead (No. 2) pencil.
2. In the multiple-choice answer sections, stray marks must be completely erased. Scanning machines are extremely sensitive and can sometimes pick up stray marks and erasures as intended responses. When a student has made a change, make sure that the unwanted response is completely erased.
3. Remove any extraneous materials or loose sheets of paper from the answer document.
4. Inspect the demographic pages:
  - a. Handwritten information (student's name, teacher name, school name, etc.) must be legibly entered in the spaces provided in Section A at the top of the demographic page.
  - b. Machine-read identification (student's name, date of birth, gender, etc.) must be complete and accurately gridded with dark No. 2 pencil marks. Make sure all sections have been completed.
  - c. Special attention must be given to the accuracy of the information in Section J, MC Form. Verify that Section J is completed on the answer document of every student who took the multiple-choice test; failure to complete Section J may result in scoring delays.

Section J - MC Form - Grid the form number on the student's answer document for each one of the four content area tests that are administered. When appropriate, this includes the form number for Grade 8 *Plain English Mathematics* test and/or special test forms.

Students eligible to take the Grade 8 *Plain English Mathematics* test will use a separate test booklet, however, the student's same answer document will be used to grid answers for *Plain English Mathematics* as the other content areas tests. In addition to gridding Section J - MC Form "Math", Section AA - Special Test Accommodation, **circle A** must be gridded for math.

Leave Section J MC - "History" grid blank, if a student is taking a Content Specific History (*U.S. History to 1877*, *U.S. History: 1877 to Present*, or *Civics & Economics*) test instead of the Grade 8 *History and Social Science* (cumulative) test; however, you should grid Section Z - Testing Code "8" for History.

Note: Students taking a Content Specific History test will use a separate test booklet and a separate answer document. Students will receive their results in a separate score report.

- d. After all make-up testing is completed, Examiners are to complete Section Z, Testing Status, for any student who was unable to take the multiple-choice test. Spot check to ensure that Section Z has been properly completed for all such students. See Table 4, Coding Testing Status, for guidance on completing the Testing Status grid.
- e. Verify that Examiners or other designated adults have completed Sections F (Circle T) G, H, I, L, M, N, O, P, Q, R, S, T, V, W, Y, Z, and AA for all students for whom these sections are applicable. Section F, Circle T should be completed by an Examiner or another adult if the student is returning to take the test for verified credit or to upgrade a diploma.

- f. Referring to the accommodation codes listed in Appendix E, verify that Section AA, Special Test Accommodations, has been accurately completed for students who took the test with an accommodation. Verify that A has been gridded for students in Grade 8 who took the *Plain English Mathematics* test. (Certain LEP students and students with disabilities may qualify.)
- g. Section T, SOA Adjustment, must be completed for limited English proficient students and transfer students using the criteria set forth in the *Standards for Accrediting Public Schools in Virginia*. The criteria that must be followed are described in Section 4.8.1, SOA Adjustment, Section T. Only an Examiner or another adult is to complete Section T on the answer document. Ensure that they know the criteria for transfer students taking the End-of-Course tests are different than those for students taking the Grade 8 tests or Content Specific History tests.  
If Section T, SOA Adjustment, is gridded, the student's score will be included in the school's accreditation rating only if it serves to improve the rating. Only an Examiner or another adult is to complete Section T on the answer document.
- h. Section L, History ONLY, must be completed for grade 7 students who are taking ONLY the Grade 8 history (cumulative) test. If this grid is completed, it is not necessary to complete Section Z, Testing Status, to indicate why the other Grade 8 tests were not taken.
- i. For students who were administered a substitute test instead of an End-of-Course SOL test, Section M, Substitute Test, should be gridded. There is nothing to be gridded for Section Z, Testing Status. The *Examiner's Manuals* for the End-of-Course tests list the substitute tests approved by the Virginia Board of Education.

#### 6.2.4 Ensure proper orientation of scannable documents

One corner of each answer document has been cut at an angle. The orange SSID sheet is printed with one corner shaded. Stack all answer documents with the corner cuts lined up. Place the SSID on top with the shaded corner lined up with the cut corners of the answer documents. If not aligned, pull the sheet(s) that is not positioned properly from the stack, turn it so that its corner-cut is aligned with the other documents, and put it back in the stack.

### 6.3 Prepare and Transmit Set A — Scorable Test Materials

#### NOTE

**IMPORTANT:** Answer documents for term graduates should be bundled separately with an orange SSID and forwarded to your DDOT immediately after testing so that score reports may be processed as soon as possible.

The following sections describe preparation of all test materials for delivery to the DDOT after testing. For ease of assembly, materials have been grouped into two different sets, Set A for Scorable Materials and Set B for Non-scorable Materials.

Once all scorable answer documents have been inspected and organized as described in Section 6.2, you are ready to assemble and return them to the DDOT. Do not ship voided answer documents with Set A scorable materials.

#### 6.3.1 Complete the **SOL School Master File Sheet(s)**

1. Verify the number of bundled groups and the total number of answer documents for each grade/subject. **Irregularity Testing Material (SSID sheets and answer documents), if any, must remain with bundles for the appropriate grade. Place them at the top of the stack of regular documents for each grade/subject level.**

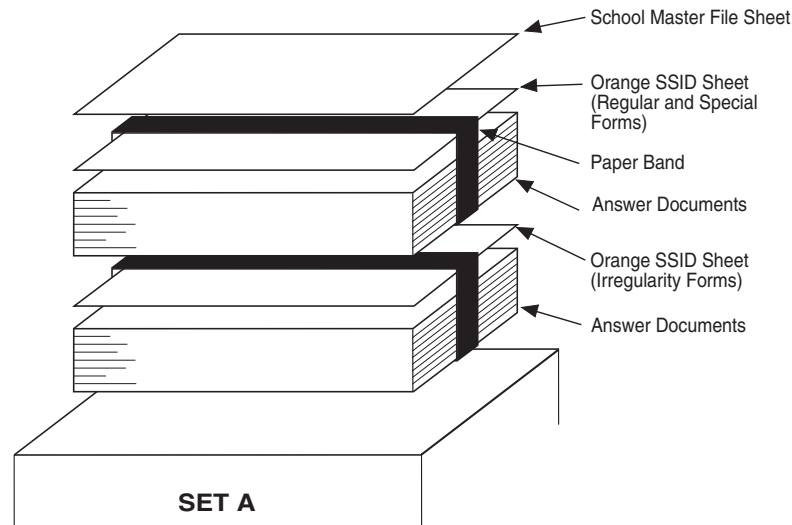
- For each grade or subject tested, complete the *SOL School Master File Sheet*. A sample is in Appendix L. Enter the number of bundled groups in the NUMBER OF GROUPS column and the total number of answer documents in the NUMBER OF DOCUMENTS column.

The counts you enter on the *SOL School Master File Sheet* will be used by your DDOT to help verify whether your school's shipment of answer documents is complete. If an incorrect count is recorded, scoring processing at the Scoring Center may be delayed until accurate numbers are determined.

The count of answer documents must include a document **for each enrolled student**, including those who did not take the tests. If you are uncertain about how to complete these counts, ask your DDOT.

### 6.3.2 Pack the bundles of answer documents

Number the bundles sequentially in the spaces marked "\_\_\_ of \_\_\_" on the paper bands: for example, "1 of 2" and "2 of 2." Make sure that answer documents are not bound with staples, clips, or rubber bands because they will damage the edges of the scannable answer documents.



- If applicable in your school, make sure that one *SOL School Master File Sheet* has been completed for the tests at Grade 8, another has been completed for Content Specific History, and another has been completed for End-of-Course tests as described in Section 6.3.1.

**Pack scorable answer documents for Grade 8, Content Specific History, and End-of-Course separately.**

- Using the original shipping cartons received from Harcourt Assessment, Inc., or given to you by your DDOT, pack the materials for return in the order shown in the diagram below. **Keep Irregularity Testing Material bundles, if any, packed on top of the appropriate grade level.**
- On the side of each carton, use a permanent marker to print "Set A – MC" if it contains answer documents for grade 8; use a permanent marker to print "Set A – Content Specific History (HST)" if it contains answer documents for Content Specific History; print "Set A – EOC" if it contains End-of-Course answer documents.
- Cartons may be closed, but seal them only in such a manner that will allow the DDOT to open them upon receipt.
- Return all Set A – MC, Set A – Content Specific History (HST), and Set A – EOC cartons to your DDOT as directed in your local schedule. You may be asked to

return multiple-choice, Content Specific History, and End-of-Course cartons at different times.

#### 6.4 Prepare and Transmit Set B — Non-Scorable Test Materials

Use the following steps to assemble and return non-scorable test materials to your DDOT.

- Count all test booklets and record the total by grade level, or subject area for End-of-Course, on the *SOL School Test Coordinator's Test Booklet Transmittal Form* in the "STC Returned" column. This form is in Appendix H of this manual. Then complete the *SOL School Test Coordinator's Quantity Discrepancy Report* (also in Appendix H) to verify that you are returning the same quantity of test booklets that you received. Check the appropriate box in each of the four sections of the report. If a discrepancy has occurred, complete the blanks to describe it. Attach a photocopy of any package cover sheet that indicates a discrepancy. Do **not** include Special Forms secure materials (Braille, large-print, regular-audio, or audiotape versions) because they will be counted on a separate transmittal form, as described in Section 7.1.
- Pack all test booklets in the reverse sequence of appearance on the *SOL School Test Coordinator's Test Booklet Transmittal Form*. The first item on the list should be at the bottom of the box. For security purposes, do **not** pack answer documents, manuals, or other materials in any carton that contains secure test booklets.
- Photocopy the completed *SOL School Test Coordinator's Test Booklet Transmittal Form*, *SOL School Test Coordinator's Quantity Discrepancy Report*, and any cover sheets noting a quantity discrepancy. Return these with the originals to your DDOT.
- On the side of each carton, use a permanent marker to print "Set B."
- Print "Transmittal Form Enclosed" on the outside of one of the cartons. Place the *SOL School Test Coordinator's Test Booklet Transmittal Form* and *SOL School Test Coordinator's Quantity Discrepancy Report*, **along with the extra copy** inside this carton. Your DDOT will forward this form to the Scoring Center with the materials and keep the extra copy on file.
- Return Set B to your DDOT by the date specified in your local instructions. Cartons may be closed, but seal them only in such a manner that will allow the DDOT to open them upon receipt.

#### 6.5 Dispose of Other Test Materials

Follow your DDOT's instructions regarding the disposition of the following materials:

- *School Test Coordinator's Manual*
- all *Examiner's Manuals*
- scratch paper
- unused answer documents
- damaged answer documents marked "VOID"
- calculators, rulers, compasses
- formula sheets and Periodic Tables of the Elements (may keep)

See Table 6 for instructions on the proper disposition of fall testing materials.

#### 6.6 Prepare and Transmit SOL Affidavits and Forms

*SOL Examiner's/Proctor's Test Booklet Transmittal Forms/Affidavits* (with completed, attached test booklet cover sheets):

Once all materials are received and logged in and after each Examiner has signed the "Examiner's Affidavit" column, forward these forms to your DDOT. The DDOT will keep these documents on file.



***Examiner's/Proctor's Test Security Agreement forms:***

Each Examiner and Proctor who administered an SOL *Multiple-Choice (Non-Writing)* test was required to read the *Test Security Guidelines* in Appendix A of this manual and sign the *Examiner's/Proctor's Test Security Agreement*, also in Appendix A, as indicated in Section 4.7, *Collect Completed Examiner's/Proctor's Test Security Agreements*. This *Test Security Agreement* acknowledges that the Examiners and Proctors exercised the necessary precautions to ensure the security of the SOL *Multiple-Choice (Non-Writing)* test content and all test materials. All participating Examiners were instructed to forward the completed and signed forms to you. Send the completed forms to the DDOT, who will keep them on file.

***SOL School Affidavit:***

After all test materials have been returned to your DDOT, complete the *SOL School Affidavit* in Appendix O, sign and date it, and have your building principal sign and date it. This form must be returned to your DDOT by the date specified in your local instructions.

**6.7 Review Materials Disposition**

Refer to Table 6 to ensure that all test materials for the SOL tests have been appropriately returned or destroyed. **REMEMBER:** Your DDOT should be able to answer any questions you may have regarding testing procedures.

**7. USE OF BRAILLE, LARGE-PRINT, OR AUDIOTAPE EDITIONS**

You will receive the necessary Braille, large-print, and audiotope kits from your Division Director of Testing (DDOT) no more than 96 hours (four days) before testing is to begin. You should already have received and distributed the corresponding *Examiner's Manual*.

Special Test Forms materials are shrink-wrapped into kits for each of the tests. For Braille, large-print, and regular-audio administrations, one kit will be needed for each student who is to be tested with a special test form. A list of kit components will be in each kit.

**7.1 Security Tracking**

For security tracking, you will be required to review the quantity of test booklets, including Examiner's copies of Braille, large-print test booklets, and audiotapes delivered to you. Confirm quantities by initialing the *SOL Special Test Forms School Transmittal Document* in Appendix N. Use the *SOL Special Test Forms Classroom Transmittal Document* in Appendix M to transmit Braille, large-print, and audio kits to Examiners. The complete instructions are printed on the documents.



Table 6. Disposition of Test Materials

	Item(s)	Required signature(s)	Disposition
Scorable test materials	<ul style="list-style-type: none"> <li>Completed answer documents</li> <li>SSIDs</li> <li>Grade 8 SOL Multiple-Choice, Content Specific History, and EOC School Master File Sheets</li> </ul>	none	packed in cartons labeled "Set A-Content Specific History," "Set A-Grade 8 MC," and "Set A-EOC" and returned to the DDOT per local instructions
Non-scorable, secure test materials	<ul style="list-style-type: none"> <li>Test booklets and audiotapes</li> <li>School Test Coordinator's Test Booklet Transmittal Form, Discrepancy Report, and copies of cover sheets with discrepancies (2 copies of each)</li> <li>Braille and Large-Print Examiner Copies</li> </ul>	STC	packed in cartons labeled "Set B" and returned to the DDOT per local instructions
Required forms	<ul style="list-style-type: none"> <li>SOL Examiner's/Proctor's Test Booklet Transmittal Forms/Affidavits (with completed, attached test booklet cover sheets)</li> </ul>	Examiner/STC (NOTE: Only Examiner's signature is required on cover sheets for test booklets)	returned to the DDOT per local instructions
	<ul style="list-style-type: none"> <li>SOL Multiple-Choice (Non-Writing) Special Test Forms Classroom Transmittal Document</li> </ul>	Examiners / STC	
	<ul style="list-style-type: none"> <li>SOL Multiple-Choice (Non-Writing) Special Test Forms School Transmittal Document</li> </ul>	STC / DDOT	
	<ul style="list-style-type: none"> <li>Examiner's/Proctor's Test Security Agreements</li> </ul>	Examiners/Proctors	
	<ul style="list-style-type: none"> <li>SOL School Affidavit</li> </ul>	STC/Principal	
Non-scorable, non-secure test materials	<ul style="list-style-type: none"> <li>Unused answer documents and damaged answer documents marked "VOID"</li> <li>Unused SSIDs</li> </ul>	N/A	disposed of per local instructions
	<ul style="list-style-type: none"> <li>Scratch paper</li> </ul>	N/A	destroyed per local instructions
	<ul style="list-style-type: none"> <li>Examiner's and STC Manuals</li> </ul>	N/A	disposed of per local instructions
	<ul style="list-style-type: none"> <li>SOL Test Irregularity Form(s) (if needed)</li> </ul>	STC	submitted to DDOT within 24 hours of occurrence
	<ul style="list-style-type: none"> <li>Mathematics Formula Sheets and Periodic Tables of the Elements</li> </ul>	N/A	disposed of per local instructions
	<ul style="list-style-type: none"> <li>Calculators, compasses, and rulers</li> </ul>	N/A	stored according to DDOT directions

## **7.2 Recording and/or Transcription of Student Responses**

Make sure the Examiner understands that the Special Test Forms of the SOL *Multiple-Choice (Non-Writing)* assessments require that the student's responses to multiple-choice questions be recorded on or transcribed to the appropriate SOL answer document. Detailed information about procedures for transcription are in the *Examiner's Manuals* and in Appendix C of this manual.

After testing has concluded, check to make sure that the student's multiple-choice answers have been recorded on a regular SOL answer document. If the student has recorded her/his answers elsewhere, such as in the test booklet or on a separate sheet of paper, and the answers have not been transcribed, have another adult perform this transcription immediately. The transcription must be verified by a second adult.

Regardless of the method the student used to record responses, the original response must be kept on file by the DDOT until scores have been received and verified. Follow your DDOT's instructions to return these materials. Examples of the kinds of original responses that must be transcribed to a regular answer document and then filed by the DDOT include:

- the student indicated the answers in the test booklet
- the student recorded her/his answers using a Braillewriter
- the student recorded her/his answers using a typewriter, word processor, or augmentative communication device. For a student who uses a word processor, the Examiner must print a hard copy of the response and also save the response to a disk or CD. The response must not be left in the memory of a word processor. The hard copy of the response should be used for transcription and then kept on file by the DDOT with the electronic media.
- the student indicated her/his answers verbally during an audiotaped administration
- the student recorded her/his answers on a photocopied enlargement of the answer document

**Fall 2004 SOL Non-Writing Test Special Forms  
Classroom Transmittal Document**

The transmittal form is in Appendix M. This document may be photocopied in the event it is required for more than one classroom.

1. On the top line of the *Classroom Transmittal Document*, enter the name of your school.
2. On the next line, enter the name of the Examiner who will be administering Braille, large-print, and/or audiotape forms of the SOL test. A separate form should be completed for each Examiner.
3. Enter the quantity of the Special Test Forms components (Braille, regular-audio, or large-print kits) being transferred to this Examiner. For each title of Special Test Form that is NOT being transferred, enter "N/A" next to the appropriate column.
4. Upon receipt, the Examiner must initial the "Examiner's Initials" column. The Examiner is to return this document to you (the STC) immediately after receiving the materials.
5. After all Special Test Forms administrations are complete, the Examiner must return all copies of the Braille, and large-print test booklets (including Examiner's copies of Braille and large-print test booklets), and audiotapes to you. Upon receipt, you must verify receipt by initialing the "STC's Initials" column of this document.
6. Upon receipt of the materials after testing, if any test booklet, audiotape, or Examiner's copy of the test is missing, explain the shortage in the "Comments" column.
7. Attach this *Classroom Transmittal Document* to the *SOL Special Test Forms School Transmittal Document* you will receive from your DDOT. A copy of this form is in Appendix N. Return the original completed school transmittal document to the DDOT along with the Braille, large-print, and regular test booklets (including Examiner's copies of Braille and large-print secure materials), and/or audiotapes.

**THANK YOU**

*We appreciate your help and participation in the Fall 2004  
Standards of Learning (SOL) Assessments.*

**APPENDIX A**  
**VIRGINIA DEPARTMENT OF EDUCATION**  
**STANDARDS OF LEARNING ASSESSMENT PROGRAM**  
**FALL 2004**

<b>TEST SECURITY GUIDELINES</b>
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Listed below are guidelines to assist those persons involved in the administration of the Virginia Standards of Learning (SOL) Assessments (paper and online) in determining what actions may compromise test security.

1. Students must never be exposed to unreleased test items or to the answers to unreleased test items before or following test administration. **Using unreleased test items in any form (including rewording of such test items) is STRICTLY PROHIBITED.**
2. The tests must be administered strictly in accordance with the instructions outlined in the SOL assessment manuals. This includes following proper procedures for using test manipulatives. Directions that are to be read to the students must be read exactly as written.
3. No test item which will be scored to obtain students' test results may be used as a sample or practice item for learning how to mark responses. Sample items are included in the SOL assessments to familiarize students with the format of the items and the procedures for marking their answers.
4. Copying/printing/photographing **ALL OR ANY PART** of a SOL assessment or taking notes about the items included on a SOL assessment is **STRICTLY PROHIBITED**. As stated in the copyrights by the Commonwealth of Virginia Department of Education, testing materials may not be reproduced or used in any form or by any means, electronic or mechanical, including photocopying or recording or by any information storage or retrieval systems.
5. All persons are prohibited from attempting to formally or informally score assessments.
6. All Examiners, Proctors, or Interpreters using an Examiner Read-aloud test ticket to read an online test aloud to students requiring this accommodation are prohibited from answering test questions in the Web-based system before, during, or after the administration of the test (not applicable for *English: Writing* tests).
7. All persons are prohibited from providing students with the answer to any unreleased test item and from making any suggestion as to how to respond to a test item at any time, whether before, during, or after a test administration. This prohibition includes provision of clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form (including chalkboards, charts, and bulletin boards).
8. All persons are prohibited from changing students' answers to test items whether by providing hints or clues during a test administration, correcting wrong answers during a test administration, or by erasing or correcting answers or responses recorded/selected by the student.
9. Examiners administering the grade 3, 5, or 8 SOL tests are not to look ahead in the test booklets at tests that have not yet been administered.
10. All persons are prohibited from TestNav™, the Web-based application, posing as a student, current or fabricated, to view any tests. Only a student whose name appears on a test ticket is permitted to log in and take a SOL Web-based assessment (not applicable for *English: Writing* tests).
11. All known violations of test security procedures shall be reported in writing, signed by the person making the report, and addressed to the Division of Assessment and Reporting, Virginia Department of Education. The Virginia Department of Education will request an investigation of any test improprieties and implementation of an action plan as necessary. All corrective action plans must be submitted to the Division of Assessment and Reporting.

**Please read legislation passed by the Virginia General Assembly (§ 22.1-292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.**

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## Appendix A, continued

**VIRGINIA DEPARTMENT OF EDUCATION  
STANDARDS OF LEARNING (SOL) ASSESSMENTS  
FALL 2004**

**EXAMINER'S/PROCTOR'S TEST SECURITY AGREEMENT**

I acknowledge that I will have access to the **Standards of Learning (SOL) Assessments** for the purpose of administering the SOL tests. I also acknowledge that I have read, understand, and agree to adhere to the *Test Security Guidelines* in Appendix A of this manual for the Grade 8, Content Specific History, and End-of-Course SOL *Multiple-Choice (Non-Writing)* tests.

I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

1. I will not divulge the contents of the test to anyone.
2. I will not copy or take notes about any part of the test.
3. I will not allow access to the test materials to any student or to any other person not so authorized by the School Test Coordinator.

Signed: \_\_\_\_\_

Print Name: \_\_\_\_\_

Position: \_\_\_\_\_

School: \_\_\_\_\_

Division: \_\_\_\_\_

Date: \_\_\_\_\_

Interpreters and all individuals involved in transcriptions of student responses must also read and sign the test security agreement.

This page may be photocopied.

**Appendix A, continued**

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**Please note the Virginia General Assembly in its 2000 session enacted the following legislation regarding test security:**

**§ 22.1 - 292.1. Violation of test security procedures: revocation of license.**

A. The Board of Education may suspend or revoke the administrative or teaching license it has issued to any person who commits any of the following acts knowingly and willfully with the intent to compromise secure mandatory tests administered to students as required by this title or by the Board of Education:

1. Giving unauthorized access to secure test questions;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Coaching or assisting examinees during testing or altering examinees' responses in any way;
5. Making available any answer keys;
6. Failing to follow test security procedures established by the Department of Education;
7. Providing a false certification on any test security form required by the Department of Education;
8. Retaining a copy of secure test questions; and
9. Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

For the purposes of this section, "secure test" means an item, question, or test that has not been made publicly available by the Department of Education.

Nothing in this section shall be construed to prohibit educational personnel from providing input to administrators or other authorized personnel, including school board members and members of the General Assembly, except when done in a manner that violates test integrity or security regarding the accuracy, clarity, or propriety of test items or test administration procedures.

- B. Nothing in this section shall be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, the Superintendent of Public Instruction, or the Department of Education in test development or selection, test form construction, standard setting, test scoring and reporting, or any other related activities which, in the judgement of the Superintendent of Public Instruction or the Board of Education, are necessary and appropriate.
- C. Any suspension or revocation imposed for the acts enumerated in this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§ 9-6.14:1 et seq. and § 22.1-298), governing the licensure of teachers.



## APPENDIX B

### VIRGINIA DEPARTMENT OF EDUCATION

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#### **LIMITED ENGLISH PROFICIENT STUDENTS: GUIDELINES FOR PARTICIPATION IN THE STANDARDS OF LEARNING ASSESSMENTS**

This document provides information about the participation of limited English proficient (LEP) students in the Standards of Learning (SOL) assessments. Included in this document are 1) guidelines for determining in what ways LEP students will participate in the SOL assessments, 2) procedures for providing testing accommodations, 3) procedures for exempting LEP students from participation in the SOL assessments, and 4) documentation requirements.

##### **I. Who Should Be Tested**

It is expected that all students who are in grades 3, 5, 8, and specific high school courses in the Commonwealth of Virginia will participate in the SOL assessments. This expectation includes LEP students at these grade levels/courses unless participation in the test is clearly not in the best interest of the student. LEP students in grades 3, 5, or 8 may exercise a one-time exemption from SOL assessments at any one of these grade levels in the content areas of English: Writing (grades 5 and 8 only); History/Social Science; and Science. (Note: grade 3 English, English: Reading in grades 5 and 8, and Mathematics in grades 3, 5, and 8 are not included in this exemption.) While no exemptions from the grade 3 English; English: Reading tests in grades 5 and 8 are allowed, there are two categories of LEP students that may use the state approved reading subtest of the *Stanford English Language Proficiency* (SELP) assessment as a substitute for these SOL tests. They are: (1) LEP students at proficiency level 1 or level 2 in grades 3, 5, 8, and (2) all LEP students regardless of their English language proficiency level in grades 3, 5, and 8 during their first year of enrollment in a U.S. school. Determination as to how LEP students will participate in the SOL assessments should be made according to the guidelines found in **Section V, Procedures for Determining LEP Students' Participation in the SOL Assessments**.

##### **II. Purpose of the SOL Assessments**

The purpose of the SOL assessments is to measure the achievement of students on the Standards of Learning, adopted by the Board of Education in 1995, in the areas of English, mathematics, history/social science, and science at grades 3, 5, 8, and selected high school courses.

##### **III. Definition of LEP**

An LEP student in the Commonwealth of Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act* of 2001. The law states:

**An LEP student is classified as one:**

- A. who is aged 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school or secondary school;
- C. i) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant;

**OR**

- ii) (I) who is a Native American or Alaska Native, or a native resident of outlying areas; and
- (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;

## Appendix B, continued

OR

- iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

AND

- D. whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
  - i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3) of the *No Child Left Behind Act*;
  - ii) the ability to achieve successfully in classrooms where the language of instruction is English; or
  - iii) the opportunity to participate fully in society.

[P.L. 107-100, Title IX, Part A, Sec. 9101, (25)]

Conforms to changes in the federal definition of Limited English Proficiency effective January 8, 2002.

In its Consolidated State Application, submitted to USED on September 1, 2003, Virginia has further defined limited English proficient (LEP) students as those who are identified as level 1, level 2, level 3, level 4, monitor year 1, or monitor year 2 according to the English Language Proficiency Standards of Learning. At the end of the second year of monitor status, LEP students are classified as non-LEP (formerly LEP). In addition to these students also include those students who have exited LEP monitor status within the last two years. Recent guidance from USED allows Virginia to consider such students as LEP for the purposes of calculating Adequate Yearly Progress (AYP).

### IV. Reason for Inclusion of LEP Students in the SOL Assessments

The U.S. Department of Education, Office for Civil Rights has outlined the procedures listed below for school districts to comply with the U. S. Civil Rights Act of 1964, Title VI and other supreme and federal court case decisions regarding the rights of limited English proficient students:

"The following procedures should be used by school districts to ensure that their programs are serving limited English proficient (LEP) students effectively:

- identifying students who need assistance;
- developing a program which, in the view of professional educators, has a reasonable chance for success;
- ensuring that the needed staff, curricular materials, and facilities are in place and used properly; developing appropriate evaluative standards for measuring the progress of students, including program exit criteria; and continued program assessment and modification where needed."

— *The Provision of an Equal Education Opportunity to Limited English Proficient Students*,  
U.S. Department of Education, Office for Civil Rights, 1992.

Reinforcing the legal obligations to LEP students, Administrative Superintendent's Memorandum No. 65, September 26, 1997, states:

Legal precedents clearly call for local school divisions to accommodate students whose native language is other than English in a manner whereby they can profit from educational opportunities afforded them. Programs for students identified as limited English proficient (LEP) should include a means of identification, assessment and placement in an appropriate education program.

The importance of LEP students participating in the SOL assessments is reinforced by the fact that, beginning with the Class of 2004, students desiring a standard or advanced studies diploma will need to earn a prescribed number of credits as well as specified units of verified credit. Students may earn verified credit "based on a minimum of 140 clock hours of instruction and the achievement by

## Appendix B, continued

the student of a passing score on the end-of-course Standards of Learning test for that course” (8 VAC 20-131-110, B).

### V. Procedures for Determining LEP Students’ Participation in the SOL Assessments

It is recommended that a committee which includes 1) a person responsible for the education of LEP students in the school or school division, 2) the student’s content teacher(s), and 3) an administrator or designee (e.g., guidance counselor or reading specialist) be formed to determine how the student will participate in the SOL assessments and which, if any, accommodations are required. The student’s parent or guardian should also be invited to serve on the committee, if possible. For each student the committee should specify the student’s participation in each of the SOL assessments:

- with no accommodations
- with accommodations which maintain standard conditions (listing specific accommodations)
- with accommodations which are permissible but do not maintain standard conditions (listing specific accommodations)
- exemption from testing with an explanation for the exemption (not applicable for reading and mathematics)

Decisions about how an LEP student will be tested on the SOL assessments should be made for each individual content area to be assessed. Consideration should be given to the student’s level of English proficiency, the level of previous schooling in the home language, and the amount of schooling the student has received in the United States. Questions about how to determine the English proficiency of LEP students should be directed to the Foreign Language/ESL Specialist, Office of Secondary Instruction, Virginia Department of Education.

In determining how the student is to be tested on each test, the committee should consider the following questions:

1. Has the student already used the one-time exemption from SOL assessments in an earlier grade level? If yes, go to question 3. If no, should the student be exempted from this test, recognizing that this will be the student’s one-time exemption (not applicable for reading and mathematics)?
2. Is the student’s level of proficiency in English sufficient for the student to take the test? Information on the student’s English language proficiency may be derived from school division assessments designed to determine English language proficiency, reading inventories, writing samples, teacher observations, and teacher-made tests.
  - If “YES”, the committee should consider question 2 in determining the student’s need for testing accommodations.
  - If “NO”, the student should not be tested on this test. **See Section VII, Exempting LEP Students from the SOL Assessments**, for a description of the procedures to be followed in exempting LEP students from the SOL assessments
3. Does the student typically receive accommodations during instruction or during classroom assessments in the content area covered by the test?
  - If “YES”, the committee should review **Section VI, Selection of Testing Accommodations for LEP Students** to determine the LEP student’s need for testing accommodations.
  - If “NO”, the student should take the test without any accommodations.

If an LEP student is also identified as having a disability under the *Individuals with Disabilities Education Act* (IDEA), P.L. 105-17, or is identified as an “otherwise qualified handicapped” student under

## Appendix B, continued

Section 504 of the *Rehabilitation Act of 1973*, then decisions about the student's participation in the SOL assessments must be made by the IEP or 504 committee and be documented in the student's IEP or 504 management tool. See the document entitled *Students with Disabilities: Guidelines for Participation in the Standards of Learning Assessments* for more information.

### VI. Selection of Testing Accommodations for LEP Students

Accommodations for the SOL assessments should be selected from those the LEP student uses routinely in classroom instruction and assessment. **The purpose of accommodations is to ensure, insofar as possible, that LEP students receive accommodations on the SOL assessments which allow them equal opportunity to demonstrate what they know and can do; however, students should not be provided with unnecessary or inappropriate accommodations.** Furthermore, use of an unfamiliar accommodation during testing may have a negative impact on the student's performance. Students must take the test in English; translations of the test into a different language are not permitted.

#### A. Accommodations Which Maintain Standard Conditions (Standard Accommodations)

Some accommodations allow a student to take the test in a different way without changing what the test is measuring. For the purposes of this document, these are referred to as accommodations which maintain standard conditions or standard accommodations. Examples of standard accommodations are listed below.

##### Timing/Scheduling

- time of day
- breaks during test
- multiple test sessions
- order of tests administered

##### Setting

- preferential seating (at the front of the room or in a study carrel)
- small group testing
- individual testing
- location with minimal distractions

##### Presentation

- reading the test items in English to the student (except on the *English: Reading* test)
- reading the directions in English to the student
- simplifying oral directions
- place markers to maintain place
- audiotape version of the test (except for *English: Reading*) is available as needed for students identified as limited English proficient and students with disabilities

##### Response

- student responds verbally/teacher or proctor marks answer document

#### B. Accommodations Which Are Permissible But Do Not Maintain Standard Conditions (Nonstandard Accommodations)

Accommodations which significantly change what a test is measuring and do not maintain standard conditions of the test are referred to in this document as nonstandard accommodations. This type of accommodation should be used only if the committee agrees that the student requires such an accommodation in order to participate in the SOL Assessments. Scores resulting from a nonstandard accommodation must be accompanied by an explanation that these scores resulted

## Appendix B, continued

from a nonstandard administration. Examples of accommodations which are permissible but do not maintain standard conditions include:

### Presentation

- reading test items in English on the *English: Reading* test
- bilingual dictionary
- audiotape version of the *English: Reading* test

### Response

- dictation in English to a scribe (writing sample component of the *Writing* test only)

If a student utilizes a nonstandard accommodation, the record of that score will be accompanied by a notation explaining that the score resulted from a nonstandard administration. A student, identified as limited English proficient, who has passed an SOL assessment utilizing any accommodation including a nonstandard accommodation has passed for all purposes.

**NOTE:** Questions about whether accommodations not listed are allowable should be directed to the Division Director of Testing who may consult with Department of Education staff as necessary.

## VII. Exempting LEP Students from the SOL Assessments

In some cases, the committee may decide that participating in the SOL assessments, even with accommodations, is inappropriate for the LEP student in grades 3, 5, or 8. For example, the student's level of English proficiency may be inadequate to attempt any of the tests even with accommodations.

8 VAC 20-131-30, A states "Limited English proficient students may be exempted from the SOL tests for one grade level only in grades 3, 5, and 8. In order to be granted verified credit, all students must meet the clock hour and testing requirements set forth in these regulations." The committee, therefore, may make such an exemption for LEP students at only one grade level in grades 3, 5, and 8. Such exemptions should be documented in the student's file as to reason and the ramifications of such exemptions shall be clearly stated and conveyed to the student's parent or guardian. However, the No Child Left Behind (NCLB) Act does not allow exemptions in reading and mathematics. While no exemptions from the grade 3 English, and English: Reading in grades 5 and 8 tests are allowed, there are two categories of LEP students that may use the state approved reading subtest of the *Stanford English Language Proficiency* (SELP) assessment as a substitute for the *English: Reading Standards of Learning* test. They are: (1) LEP students at proficiency level 1 and level 2 in grades 3, 5, and 8; and (2) all LEP students regardless of their English language proficiency level in grades 3, 5, and 8 during their first year of enrollment in a U.S. school.

## VIII. Documentation of Decisions

Decisions about how the LEP student will participate in the SOL assessments should be documented in writing and filed in the student's scholastic record. A decision to exempt the student from testing must be accompanied by the reasons for the exemption, and the ramifications of such exemption. A sample form is provided on the next page of this document. School divisions may use this form or one of their own choosing.

If the student's parent or legal guardian is not a member of the committee making the decision about the student's participation, the parent or legal guardian should be notified in writing of the committee's decision regarding the student's participation in the SOL assessments prior to test administration. If the student is using the one-time exemption from the SOL assessments, the student's parent or legal guardian must be notified in writing of the ramifications of this decision.

Participation decisions may be one of the following:

- with no accommodations
- with accommodations which maintain standard conditions (listing specific accommodations)
- with accommodations which are permissible but do not maintain standard conditions (listing specific accommodations)
- exemption from testing with an explanation for the exemption and a statement of the ramifications of the decision. (not applicable to reading or mathematics)



**Appendix B, continued**

**DOCUMENTING LEP STUDENTS' PARTICIPATION  
IN THE SOL ASSESSMENTS  
(SAMPLE)**

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**School:** \_\_\_\_\_

Note below the decisions of the committee convened to determine the appropriate level of participation for the above mentioned student in the \_\_\_\_\_ (date) SOL Assessments.

SOL Assessment Area	Participation in the SOL Assessment with NO Accommodation	Participation in the SOL Assessment with Standard Accommodation (Please list)	Participation in the SOL Assessment with Nonstandard Accommodation (Please List)	Exempted from Participation in the SOL Assessment*
English: Reading				N/A
*English: Writing (grade 5, 8, and high school)				Not applicable for High School
Mathematics				N/A
*History/ Social Science Content Specific History				
*Science				

\* Students may have a one-time exemption only in grade 3, 5, or 8. This provision includes the Content Specific History tests (United States History to 1877, United States History: 1877 to Present, and Civics & Economics) .

**Committee Members' Signatures:**

\_\_\_\_\_  
**Signature** **Date**

\_\_\_\_\_  
**Signature** **Date**

\_\_\_\_\_  
**Signature** **Date**

\_\_\_\_\_  
**Signature** **Date**

**Parent Informed of Committee Decision (if not a member)**

\_\_\_\_\_  
**Signature** **Date**



**APPENDIX C**

## **GUIDELINES FOR THE PARTICIPATION OF STUDENTS WITH DISABILITIES IN THE ASSESSMENT COMPONENT OF VIRGINIA'S ACCOUNTABILITY SYSTEM**

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### **Inclusion of Students with Disabilities in Virginia's Accountability System**

It is the intent of the Commonwealth of Virginia to include all students with disabilities in the accountability system. The federal regulations under Section 504 of the Rehabilitation Act of 1973, as amended, and state regulations under the Virginians with Disabilities Act, Section 51.5-40 *et seq.* of the Code of Virginia, require that individuals with disabilities be given equal opportunity to participate in and benefit from the policies and procedures customarily granted to all individuals. The Individuals with Disabilities Education Act (IDEA) and *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* require that all students with disabilities participate in the Virginia accountability system either through the Standards of Learning assessments or the Virginia Alternate Assessment Program. Additionally, the No Child Left Behind Act of 2001, P.L. 107-110, requires that at least 95% of students with disabilities participate in assessments used to measure the adequate yearly progress of schools, school divisions, and the state. Schools, school divisions, or states that fail to meet the 95% participation requirement will not be considered to have met the required adequate yearly progress.

### **Participation Decisions**

For all students with disabilities identified under IDEA, the individualized education program (IEP) team determines how the student will participate in the accountability system. For students identified under Section 504 of the Rehabilitation Act of 1973, the 504 committee determines how the student will participate. The ramifications of decisions made by the IEP team/504 committee must be clearly explained to the student's parent, legal guardian, or surrogate parent and the student if appropriate. A student's IEP or 504 plan must specify the student's participation in the assessment component of Virginia's accountability system as follows:

- participation in the Standards of Learning assessments
  - with no accommodations
  - with accommodations based upon the accommodations the student needs during classroom instruction and assessment
  - non-participation in a Standards of Learning assessment with an explanation of why the student is not participating, a statement of the ramifications of the decision, and a description of how the student will be assessed in this area
- participation in the Virginia Alternate Assessment Program

When determining participation in Virginia's accountability system, all students with disabilities must be first considered for participation in the Standards of Learning assessments.

The Department of Education document entitled, *Procedures for Determining Participation in the Assessment Component of the Virginia's Accountability System*, provides the IEP team or 504 committee with more detailed information about the process used in making decisions regarding the participation of students with disabilities in the accountability system.

## **Appendix C, continued**

### **Standards Of Learning Assessment Program**

#### Participation of Students with Disabilities in Grades 3, 5, and 8

Students with disabilities in grades 3, 5, and 8 must participate in each of the Standards of Learning assessments unless they have not received instruction in the content measured by the assessment. Decisions about participation must be made for each assessment separately. Should the IEP team/504 committee determine that non-participation is appropriate, the IEP/504 plan must state why the assessment is not appropriate and describe how the child will be assessed in that area. Students with disabilities in grade 3, 5, and 8 who do not participate in any of the Standards of Learning assessments in the respective grade level will be assessed through the Virginia Alternate Assessment Program according to the criteria established for participation in the alternate assessment program.

#### Participation of Students with Disabilities at the Secondary Level

Students with disabilities must take all applicable Standards of Learning End-of-Course tests if they are enrolled in that course intending to earn a standard unit of credit. Students who are auditing a course or who are being instructed in only part of the content for that course do not take the Standards of Learning End-of-Course test.

#### Testing Accommodations for Students with Disabilities in the Standards of Learning Assessment Program

Decisions about the need for and selection of accommodations for students with disabilities are the responsibility of the IEP team or 504 committee. The use of accommodations by a student when participating in the Standards of Learning assessments must be determined individually for each test and identified in the student's IEP or 504 plan. Accommodations allow students with disabilities an equal opportunity to demonstrate their achievement.

Accommodations should be those that the student needs during classroom instruction and assessments as identified in the student's IEP or 504 plan. Accommodations should not be used only for participation in a Standards of Learning assessment(s).

Typically, accommodations can be classified in the following categories:

- timing/scheduling
- setting
- presentation
- response

Accommodations may also be classified as standard or nonstandard. Standard accommodations allow the student to take a test in a different way without changing what the test is measuring.

Accommodations that significantly change what the test is measuring are referred to as nonstandard accommodations. A student who has passed a Standards of Learning assessment utilizing any accommodation, including a non-standard accommodation, has passed for all purposes, including earning a verified credit.

A list of standard and nonstandard accommodations is provided to school divisions in the Department of Education's *Procedures for Determining Participation in the Assessment Component of the Virginia*

## **Appendix C, continued**

*Accountability System.* Questions about any accommodations not listed should be directed to the school division's director of testing who will consult with Department of Education staff as needed.

### **Virginia Alternate Assessment Program**

#### Participation in Virginia's Alternate Assessment Program for Students in Grades 3, 5, and 8

Only students with disabilities who have an IEP and who are not participating in any Standards of Learning assessments at their grade level (3, 5 and 8) may be considered for participation in the Virginia Alternate Assessment Program. In addition, to participate in the alternate assessment program, the student must demonstrate impairments that prevent the completion of curriculum based on the Standards of Learning even with program and assessment accommodations. Also, the student's present level of performance must indicate a need for extensive, direct instruction and/or intervention in a life skills curriculum. Finally, the student must require intensive, frequent, and individualized instruction in a variety of settings to show progress and acquire, maintain, or generalize life and/or functional academic skills.

#### Participation in Virginia's Alternate Assessment Program for Students in Grade 11

Only students with disabilities who have an IEP and who are not participating in any Standards of Learning assessments may be considered for participation in the Virginia Alternate Assessment Program. In addition, to participate in the alternate assessment program, the student must demonstrate impairments that prevent the completion of curriculum based on the Standards of Learning even with program and assessment accommodations. Also, students participating in the Alternate Assessment Program must be working toward educational goals other than those prescribed for a modified standard, standard, or advanced studies diploma. In addition, the student's present level of performance should indicate a need for extensive, direct instruction and/or intervention in a life skills curriculum. Finally, the student should require intensive, frequent, and individualized instruction in a variety of settings to show progress and acquire, maintain, or generalize life and/or functional academic skills.

### **Additional Information**

The Department of Education document entitled, *Procedures for Determining Participation in the Assessment Component of the Virginia's Accountability System*, provides the IEP team or 504 committee with more detailed information about the process used in making decisions regarding the participation of students with disabilities in the accountability system.

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## **VIRGINIA DEPARTMENT OF EDUCATION'S PROCEDURES FOR PARTICIPATION OF STUDENTS WITH DISABILITIES IN THE ASSESSMENT COMPONENT OF VIRGINIA'S ACCOUNTABILITY SYSTEM**

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This document provides information about the participation of students with disabilities in the assessment component of Virginia's accountability system. For students with disabilities this means participation through the Standards of Learning assessments or the Virginia Alternate Assessment Program. Included in this document are:

1. guidelines for determining how students with disabilities will participate in the Standards of Learning assessments or the Virginia Alternate Assessment Program,
2. procedures for providing testing accommodations for the Standards of Learning assessments, and
3. documentation requirements.

### **Including Students with Disabilities in Virginia's Accountability System**

It is the intent of the Commonwealth of Virginia to include all students with disabilities in the assessment component of Virginia's accountability system. The federal regulations under Section 504 of the Rehabilitation Act of 1973, as amended, and state regulations under the Virginians with Disabilities Act, Section 51.5-40 *et seq.* of the Code of Virginia, require that individuals with disabilities be given equal opportunity to participate in and benefit from the policies and procedures customarily granted to all individuals. The Individuals with Disabilities Education Act (IDEA), P.L. 105-17, regulations require that all students with disabilities participate in the state's accountability system. Additionally the No Child Left Behind Act of 2001, P.L. 107-110, requires that at least 95% of students with disabilities participate in assessments that measure adequate yearly progress of schools, school divisions, and the Commonwealth of Virginia.

For all students with disabilities identified under IDEA, the individualized education program (IEP) team determines how the student will participate in the accountability system. For students identified under Section 504 of the Rehabilitation Act of 1973, the 504 committee determines how the student will participate. A student's IEP or 504 plan must specify the student's participation in either of the following according to the set criteria for participation:

The Standards of Learning Assessments, or

The Virginia Alternate Assessment Program.

When determining participation in Virginia's accountability system, all students with disabilities must be first considered for participation in the Standards of Learning assessments.

## STANDARDS OF LEARNING ASSESSMENTS

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### I. Including Students with Disabilities in the Standards of Learning Assessments

It is expected that all students, including students with disabilities who are in grades 3, 5, and 8 and those enrolled in courses that have an End-of-Course Standards of Learning test, will participate in the Standards of Learning assessments. A current list of all Standards of Learning assessments can be found on the Department of Education's web site at [www.pen.k12.va.us/VDOE/Assessment/home.shtml](http://www.pen.k12.va.us/VDOE/Assessment/home.shtml) or is available from the Department of Education upon request.

The importance of the participation of students with disabilities in the Standards of Learning assessments is reinforced by the fact that, beginning with the students who entered the 9th grade in the fall of 2000, students desiring a standard diploma or advanced studies diploma will need to earn a prescribed number of verified credits. To receive a verified credit the student must earn a passing score on the Standards of Learning tests or a substitute test(s), as outlined in the Regulations Establishing Standards for Accrediting Public Schools in Virginia ([www.pen.k12.va.us/VDOE/Accountability/soa.html](http://www.pen.k12.va.us/VDOE/Accountability/soa.html)). Additionally, to receive a modified standard diploma<sup>1</sup> a student with a disability must pass literacy and numeracy competency assessments which are currently the Standards of Learning Grade 8 English: Reading and the Standards of Learning Grade 8 Mathematics tests.

### II. Role of the Individualized Education Program (IEP) Team

(For students identified under Individuals with Disabilities Education Act)

For all students with disabilities identified under IDEA, the individualized education program (IEP) is the plan to ensure that they receive an appropriate education. The IEP process also ensures that each student's parent(s)<sup>2</sup> is an active participant of the IEP team. Decisions about the participation in each of the Standards of Learning assessments, the need for and selection of accommodations, or the non-participation in a Standards of Learning assessment are the responsibility of the IEP team. These decisions should be made during the IEP team meeting that precedes the Standards of Learning assessment administration. If the decisions are not reflected on the current IEP, an IEP meeting must be held to address and document these issues on the IEP prior to the test administration. The ramifications of these decisions made by the IEP team must be clearly explained to and understood by the student's parent(s) and the student if appropriate.

<sup>1</sup> Modified Standard diploma is only available to students with disabilities under IDEA as defined by Regulations Establishing Standards for Accrediting Public Schools in Virginia.

<sup>2</sup> See the Regulations Governing Special Education Programs for Children with Disabilities in Virginia for the definition of parent for a child with a disability, 8VAC20-80-10. The parental rights transfer to the student when they reach the age of majority (18 in Virginia) unless certain procedures specified in regulations have been followed, 8 VAC 20-80-72.

## **Appendix C, continued**

A student's IEP must specify the student's participation in each of the Standards of Learning assessments as follows:

- participation with no accommodations,
- participation with standard and/or non-standard accommodations, or
- non-participation in a Standards of Learning assessment with an explanation of why the student is not participating, a statement of the ramifications of the decision not to participate, and a description of how the student will be assessed in this area (see VI of this section, Non-Participation by Students With Disabilities in a Standards of Learning Assessment(s)).

### **III. Role of the 504 Committee**

(For students identified under Section 504 of the Rehabilitation Act of 1973, as amended, and do not have an IEP)

Each local education agency is required to determine appropriate educational programs for all students with disabilities who qualify under Section 504 of the Rehabilitation Act of 1973, as amended, by convening a knowledgeable group to evaluate and determine program needs. Therefore, decisions about the participation in each of the Standards of Learning assessments, the need for and selection of accommodations, or the non-participation in a Standards of Learning assessment are the responsibility of a 504 committee of similar composition. Each student's parent, legal guardian or surrogate parent must be a participant in these decisions. These decisions should be made during the 504 committee meeting which precedes the Standards of Learning assessment administration. If the decisions were not made, a 504 committee meeting must be held to address these issues prior to the test administration. The ramifications of the decision must be clearly explained to and understood by the student's parent, legal guardian, or surrogate parent and the student if appropriate. A student's 504 plan must specify the student's participation in each of the Standards of Learning assessments as follows:

- participation with no accommodations,
- participation with standard and/or non-standard accommodations, or
- non-participation in a Standards of Learning assessment with an explanation of why the student is not participating, a statement of the ramifications of the decision not to participate, and a description of how the student will be assessed in this area (see VI of this section, Non-Participation by Students With Disabilities in a Standards of Learning Assessment(s)).

### **IV. Determination of How Students with Disabilities Participate in the Standards of Learning Assessments**

It is expected that all students with disabilities in grades 3, 5, and 8 as well as those enrolled in courses that have an End-of-Course Standards of Learning test will participate in the Standards of Learning assessments. Only the student's IEP team or 504 committee may determine non-participation in grades 3, 5, and 8 (see VI of this section, Non-Participation by Students With Disabilities from a Standards of Learning Assessment(s)). Students with disabilities who participate in the Standards of Learning assessments will participate either with accommodations or without accommodations.

Decisions about participation in and how a student with a disability will be tested on the Standards of Learning assessments should be made independently for each Standards of Learning test. In



## Appendix C, continued

determining how the student is to be tested on the Standards of Learning assessments, the IEP team or 504 committee must base its determination on the fact that the Standards of Learning assessments in grades 3, 5, and 8 measures content covered in previous grades.

**NOTE:** IEP teams and 504 committees will find the released Standards of Learning test items and the Standards of Learning test blueprints useful in comparing the information on the Standards of Learning assessments with the information covered in the classroom (found at [www.pen.k12.va.us/VDOE/Assessment/home.shtml](http://www.pen.k12.va.us/VDOE/Assessment/home.shtml)).

The IEP team or 504 committee, when determining how the student is to be tested on the Standards of Learning assessments, needs to consider the following questions:

- 1) Has the student received instruction in the content covered by the Standards of Learning assessment? (This question shall be repeated for each Standards of Learning assessment in the four content areas of English, mathematics, science, and history/social sciences in grades 3, 5, and 8) and/or

Is the student enrolled in a course for which there is a Standards of Learning End-of-Course test?

- If yes, the student takes the assessment and the IEP team or 504 committee then considers the student's need for testing accommodations as indicated in question 2.
- If no, the student should not be tested on this particular Standards of Learning assessment (see VI of this section, Non-Participation by Students With Disabilities in a Standards of Learning Assessment(s)).

If the IEP team answers "no" for all Standards of Learning assessments in grades 3, 5 or 8, the IEP team shall refer to Virginia Alternate Assessment Program section to determine if the student meets the criteria to participate in the Virginia Alternate Assessment Program.

**NOTE:** The No Child Left Behind Act of 2001 requires that at least 95% of students with disabilities participate in state assessments that measure adequate yearly progress. These assessments are currently in the areas of reading/language arts and mathematics and will include science beginning in 2007-2008.

The IEP team or 504 committee must remember that there are approved substitute test(s) for End-of-Course tests that may be used for earning verified credit (see Virginia Department of Education's document, Substitute Tests for Verified Credit, at [www.pen.k12.va.us/VDOE/Assessment/home.shtml](http://www.pen.k12.va.us/VDOE/Assessment/home.shtml)).

- 2) Does the student receive accommodations during instruction or classroom assessments in the content covered by the test?
  - If no, the student should take the assessment without any accommodations.
  - If yes, the IEP team or 504 committee should determine the accommodations needed by the student and document this decision on the student's IEP or 504 plan. Refer to V of this section, Testing Accommodations for Students with Disabilities, to determine if an accommodation is either standard or nonstandard.

## Appendix C, continued

### V. Testing Accommodations for Students with Disabilities

The IEP team or 504 committee has the responsibility for decisions about the need for and selection of accommodations for students with disabilities. Accommodations allow students with disabilities an equal opportunity to demonstrate their achievement. Typically, accommodations can be classified in the following categories: timing/scheduling, setting, presentation, and response. The use of accommodations by a student when participating in the Standards of Learning assessments must be determined individually for each Standards of Learning test and identified in the student's IEP or 504 plan. An example of how an IEP or the 504 plan may document the use of accommodations is:

Standards of Learning Assessments			
Standards of Learning TESTS (list test)	PARTICIPATION	ACCOMMODATIONS	If <u>YES</u> , List Accommodation(s)
	___ Yes ___ No	___ Yes ___ No	
	___ Yes ___ No	___ Yes ___ No	
	___ Yes ___ No	___ Yes ___ No	

Mark any nonstandard accommodation with an asterisk (\*). These test scores will be reported as scores that result from a nonstandard administration.

**EXPLANATION FOR NON-PARTICIPATION AND HOW THE STUDENT WILL BE ASSESSED**

If no is checked for any test, explain in the space below why the student will not participate in this test, the impact relative to promotion or graduation, and how the student will be assessed in these areas.

Accommodations should be those the student needs and uses during classroom instruction and assessments as identified in the student's IEP or 504 plan. Accommodations should not be used only for participating in a Standards of Learning assessment(s). The student should be familiar with an accommodation because the use of an unfamiliar accommodation during testing may have a negative impact on the student's performance. Finally, an accommodation based solely on its potential to enhance performance beyond providing equal opportunity to perform is inappropriate.

Accommodations that allow a student to take the test in a different way without changing what the test is measuring are referred to as "accommodations which maintain standard conditions" or "standard accommodations." Accommodations that significantly change what a test is measuring and do not

## Appendix C, continued

maintain standard conditions of the test are referred to as “nonstandard accommodations.” Examples of both standard and nonstandard accommodations are listed below.

**NOTE:** Special procedures (see Attachment A, pp 66-69) are to be followed for each of the following accommodations marked with an asterisk (\*).

### TIMING/SCHEDULING

#### Standard Accommodations

- time of day
- breaks during test
- multiple test sessions \*
- order of tests administration

### SETTING

#### Standard Accommodations

- preferential seating (e.g., at the front of the room or in a study carrel)
- small group testing
- individual testing (one-on-one)
- special lighting
- adaptive or special furniture
- test administered in locations with minimal distractions
- noise buffers
- hospital/home/non-school setting

### PRESENTATION

#### Standard Accommodations

- Braille \*
- large print \*
- enlarging the answer document
- reading directions to students
- simplifying directions
- interpreting/transliterating directions (e.g., sign language, cued speech) \*
- written directions to accompany oral directions
- clarifying directions
- reading of test items aloud (this is a nonstandard accommodation on the English: Reading test) \*
- audio-tape version of test items (this is a nonstandard accommodation on the English: Reading test) \*
- interpreting/transliterating (e.g., sign language, cued speech) test items (this is a nonstandard accommodation on the English: Reading test) \*

## Appendix C, continued

- magnifying glass
- amplification equipment (e.g., hearing aid or auditory trainer)
- templates
- masks or markers to maintain place

### Nonstandard Accommodations

- reading test items aloud on the English: Reading test \*
- using audio-cassette version of the English: Reading test \*
- interpreting/transliterating (sign language, cued speech) test items on the English: Reading test \*

## RESPONSE

### Standard Accommodations

- student marks booklet and teacher/proctor transfer answers to answer sheet \*
- student responds verbally, points, or indicates an answer and teacher/proctor marks answer sheet \*
- abacus
- arithmetic tables (standard accommodation only if test allows a calculator)
- braille \*
- large diameter/ special grip pencil
- pencil grip
- word processor \*
- typewriter \*
- augmentative communication device \*
- spell check (including spell checkers)
- spelling dictionary
- tape recorder (only for pre-writing activity to tape response for English writing test)

### Nonstandard Accommodations

- dictation to a scribe (writing sample component of the English writing test only) \*
- use of a calculator on the grade 3 mathematics test and on the computation section of the grade 5 mathematics test (calculators are not routinely supplied to all students)
- use of arithmetic tables on the grade 3 mathematics test and on the computation section of the grade 5 mathematics test (an arithmetic table is considered comparable to a calculator and calculators are not routinely supplied to all students)
- use of a calculator with additional functions to those routinely supplied to all students

If a student utilizes a nonstandard accommodation, the record of that score will be accompanied by a notation explaining that the score resulted from a nonstandard administration. A student with a disability, who has passed a Standards of Learning assessment utilizing any accommodation, including a nonstandard accommodation, has passed for all purposes including earning a verified credit.

## Appendix C, continued

**NOTE:** Questions about any accommodations not listed here and whether the accommodation results in a standard or nonstandard administration of the test should be directed to the local education agency's Director of Testing who will consult with Department of Education staff as needed. Accommodations that violate test security are not permitted.

### VI. Non-Participation of Students with Disabilities in a Standards of Learning Assessment(s)

#### A. Standards of Learning Assessments for Grades 3, 5, and 8

Non-participation in a Standards of Learning assessment in grades 3, 5, and 8 should be considered only for students who have not received instruction in content covered by the Standards of Learning assessment. The IEP team or 504 committee must base its determination on the fact that the Standards of Learning assessments in grades 3, 5, and 8 measure content covered in previous grades.

If the IEP team or 504 committee determines that it is not appropriate for the student to participate in a Standards of Learning assessment, the consequences of this decision must be fully explained so that the student's parent, legal guardian, or surrogate parent and the student, if appropriate, understand the consequences. At the elementary and middle school level these consequences may include:

- The student will not have the opportunity to participate in the school's remediation recovery program, which is available to students who have not passed the English: Reading and/or mathematics Standards of Learning tests in grades 3, 5, and 8;
- Teachers, parents and the student will not receive the information on student progress contained in the Standards of Learning score reports; and
- The student may not have the opportunity to experience a Standards of Learning assessment prior to taking the assessments needed for graduation.

**NOTE:** The No Child Left Behind Act of 2001 requires that at least 95% of students with disabilities participate in state assessments that measure adequate yearly progress. These assessments are currently in the areas of reading/language arts and mathematics and will include science beginning in 2007-2008.

The following non-participation procedures and practices must be followed by the IEP team or the 504 committee:

1. The IEP team or 504 committee shall review the IEP/504 plan of each student with respect to participation in each of the Standards of Learning assessments.
2. The IEP team or 504 committee must document its determination that a student will not participate in a particular Standards of Learning assessment. This documentation shall include a statement of the reasons why a particular assessment is not appropriate for the student and how the student will be assessed in that area.

The following are not acceptable reasons for why a particular assessment is inappropriate:

- The student's disability;
- The belief that the student may fail the test;

## Appendix C, continued

- The belief that the student does not need this assessment to be promoted to the next grade or to graduate with an advanced studies diploma, a standard diploma, a modified standard diploma, a special diploma, or a certificate;
- The student is reading or is performing below grade level;
- The belief that the experience will be too stressful for the student;
- The student's behavior prohibits taking the test with a group; and
- The student has not mastered all of the curriculum that is covered on the 3rd, 5th, or 8th grade Standards of Learning assessments.

This documentation must be attached to or become part of the student's IEP or 504 plan and must indicate that the consequences of this decision have been fully explained to and understood by the student's parent, legal guardian or surrogate parent, or student, if appropriate, and that the parent's and student's due process rights have been explained.

3. a. **Students with a 504 plan** must participate in the Standards of Learning assessment in at least one of the four content areas at grades 3, 5, and 8.
- b. **Students with an IEP** must participate in the Standards of Learning assessment in at least one of the four content areas at grades 3, 5, and 8 or in the Virginia Alternate Assessment Program (VAAP). If the IEP team determines that a student will not participate in any of the Standards of Learning assessments, then the IEP team needs to determine if the student meets the criteria to participate in the VAAP (see Virginia Alternate Assessment Program section). If the student does not meet the criteria, then the student will participate in either the English: Reading or the mathematics test of the Standards of Learning assessment program at grades 3, 5, and 8.

If the parent, guardian, surrogate parent, or student requests non-participation in a particular Standards of Learning assessment, an IEP team or 504 committee will be convened to consider the request. The IEP team or 504 committee should document its deliberations and its decision relative to this request in the student's IEP or 504 plan.

### B. Standards of Learning End-of-Course Assessments

Students with disabilities must take all applicable End-of-Course Standards of Learning assessments if the student is enrolled in the course. Students who are auditing a course or being instructed in only part of the content and thus not enrolled do not take the Standards of Learning End-of-Course assessment. In such cases, the course title and code should reflect the instruction being provided the student.

**NOTE:** There may be a small number of students with IEPs in grades 9-11 who will not be enrolled in any courses for which there is an End-of-Course Standards of Learning assessment, will not be working towards an advanced studies diploma, standard diploma, or modified standard diploma, and will not meet the criteria of the VAAP. For these students, the IEP team must document this on the IEP. This documentation must include a statement of why the VAAP is not appropriate for the student; how the student will be assessed; indicate that the consequences have been fully explained so that the student's parent(s) or the student understand the consequences; and indicate that parent's and student's due process rights have been explained.

If the parent, guardian, surrogate parent, or student requests non-participation in a particular Standards of Learning assessment, an IEP team or 504 committee will be convened to consider the request. The IEP



## **Appendix C, continued**

team or 504 committee should document its deliberations and its decision relative to this request in the student's IEP or 504 plan.

### **VIRGINIA ALTERNATE ASSESSMENT PROGRAM**

The Virginia Alternate Assessment Program (VAAP) is only for those students with disabilities who have an IEP and is considered only after the student has been considered for participation in each of the Standards of Learning assessments.

#### **I. Who Should Be Tested**

Only students with disabilities who are eligible under IDEA; have an IEP; and who meet the VAAP guidelines for participation will be assessed through the VAAP. Students with disabilities who have only a 504 plan are not eligible to participate in the VAAP.

#### **II. Purpose of the VAAP Assessments**

The purpose of the VAAP is to evaluate the performance of students who have traditionally been exempted from state assessment programs. Amendments to the Individuals with Disabilities Education Act (IDEA 1997) reflect the intent to extend educational accountability and reform to all students, including those with disabilities.

#### **III. Role of the Individualized Education Program (IEP) Team**

(For students identified under Individuals with Disabilities Education Act)

For all students with disabilities identified under IDEA, the individualized education program (IEP) is the management tool to ensure that they receive an appropriate education. The IEP process also ensures that each student's parent(s) is an active participant of the IEP team. Decisions about the participation in the VAAP assessment are the responsibility of the IEP team. These decisions should be made during the IEP team meeting that precedes the Standards of Learning assessment administration in grades 3, 5, 8 and 11. If decisions about participation in Virginia's accountability system are not reflected on the current IEP, an IEP meeting must be held to address and document these issues on the IEP prior to the test administration. The ramifications of these decisions made by the IEP team must be clearly explained so that the student's parent(s) and the student, if appropriate, understand the consequences. Additionally, parent(s) and student should be provided with an explanation of their due process rights.

#### **IV. Determination if Students with Disabilities Participate in the VAAP**

Only students with disabilities who have an IEP, who are in grades 3, 5, 8 and 11, and who are non-participants in all Standards of Learning assessments at that grade level (3, 5 and 8) or who are working toward educational goals other than those prescribed for a modified standard diploma, standard diploma, or advanced studies diploma (grade 11) are considered for participation in the VAAP. The IEP team has the responsibility to determine and document that the student meets all of the following criteria by answering "yes" for each of the statements. If team members determine that the student does not meet a specific criterion, this indicates the student is not a candidate for alternate assessment and should be considered for appropriate participation in the Standards of Learning Assessments.

The IEP team should answer questions 1 – 4 for all students in elementary and middle school for whom the VAAP is being considered and should answer questions 1 – 5 for all students who are in high school for whom the VAAP is being considered.

## Appendix C, continued

### Section 1

(Answer for all students being considered for the VAAP)

1. Does the student have a current IEP?
2. Does the student demonstrate impairments that prevent completion of curriculum based on the Standards of Learning even with program and testing accommodations? (*data sources: psychological evaluation, intelligence and achievement test, social adaptive behavior test results, observations from parents and teachers, social maturity data, curricular content, etc.*)
3. Does the student's present level of performance indicate the need for extensive, direct instruction and/or intervention in a life skills curriculum that may include personal management, recreation and leisure, school and community, vocational, functional academics, communication, social competence and motor skills to accomplish the application and transfer of life skills? (*data sources: informal and formal assessment results, checklists, data logs, work samples, structured or spontaneous observations from teachers and parents, measurable IEP goals, scheduling matrix, curricular content, list of necessary supports, etc.*)
4. Does the student require intensive, frequent, and individualized instruction in a variety of settings to show progress and acquire, maintain, or generalize life and/or functional academic skills? (*data sources: measurable IEP goals, scheduling matrix, instructional strategies effectiveness data, list of various inclusive settings, learning style inventory, etc.*)

### Section 2

(Answer for all students in high school who are being considered for the VAAP)

5. Is the student working toward educational goals other than those prescribed for a modified standard, standard or advanced studies diploma program? (*data sources: list of diploma options and requirements, curricular content, measurable IEP goals, transition plan, parent and student discussion, etc.*)

If the answer to all questions 1 – 4 for all students in elementary and middle school for whom the VAAP is being considered is “yes”, then the student participates in the VAAP. If the student does not meet a specific criterion, this indicates the student is not a candidate for alternate assessment and then the student will participate in either the English: Reading or the mathematics test of the Standards of Learning assessment program at grades 3, 5, and 8.

If the answer to all questions 1 – 5 for all students who are in 11th grade for whom the VAAP is being considered is “yes” then the student participates in the VAAP. There may be a small number of students with IEPs in grades 9-11 who will not be enrolled in any courses for which there is an End-of-Course Standards of Learning assessment, will not be working towards an advanced studies diploma, standard diploma, or modified standard diploma, and will not meet the criteria of the VAAP. For these students, the IEP team must document this on the IEP. This documentation shall include a statement of why the VAAP is not appropriate for the student; how the student will be assessed; indicate that the consequences have been fully explained so that the student’s parent(s) or the student understand the consequences; and indicate that parent’s and student’s due process rights have been explained.

**PROCEDURES TO FOLLOW IN PROVIDING STUDENTS WITH  
CERTAIN ACCOMMODATIONS ON THE VIRGINIA  
STANDARDS OF LEARNING ASSESSMENTS**

**INTRODUCTION AND OVERVIEW**

This specifies procedures to be used when providing students with disabilities with certain accommodations on the Standards of Learning assessments.

**ACCOMMODATION IN TIMING/SCHEDULING**

**Multiple Test Sessions**

The Standards of Learning tests are not timed. However, some students may be unable to concentrate for a long period of time or may have short attention spans. For such a student, it may be advisable to divide up the test into segments which the student can accomplish and check over in one session/sitting; and to schedule these short sessions over several days. The student may not go back to a previous segment once the segment has been completed.

The direct-writing assessment must be conducted in one sitting. The session should be scheduled for a period long enough to accommodate the needs of the student.

**ACCOMMODATIONS IN PRESENTATION**

All students should be experienced in or provided training in the test format before attempting the test. This is best provided as part of regular instruction well in advance of the actual test administration.

**Braille**

A copy of the Braille tests will be provided in regular print to test examiners or proctors working with Braille readers. If needed, transcriber's notes will accompany the Braille booklets.

If the student's answers are recorded on a Braille answer sheet, the responses must be transcribed to the regular answer document by a school official qualified to transcribe Braille. The regular answer document and Braille answer sheet must be verified by a second school official to ensure that no errors in transcription occurred. The Braille answer sheet shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

**Large Print**

If the student marks the answers on an enlarged copy of the answer booklet, the student's answers must be transcribed to the regular answer document by a school official. The regular answer document and

## **Appendix C, continued**

large-print answer sheet must be verified by a second school official to ensure that no errors in transcription occurred. The large-print answer sheet shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

### **Interpreting /Transliterating Directions (e.g., sign language, cued speech)**

Testing sessions for students who are deaf or have hearing impairment who normally communicate in sign language or using cued speech may include a qualified interpreter or transliterator for test directions or to interpret/transliterate questions answered by the test examiner. (The interpreter's role and code of ethics prohibits answering questions directly). The test examiner, who must be present for the testing session, must read the test directions as presented in the Test Examiner's Manual aloud so that they can be interpreted/transliterated. Student questions must be directed to the test examiner and answered by him or her, and the interpreter/transliterator will communicate the response. The interpreter/transliterator should also communicate sample questions or test questions that are read aloud as part of the test directions.

### **Interpreting /Transliterating (e.g., sign language, cued speech) Test Items**

The test examiner must be very careful when an interpreter/transliterator is used to interpret/transliterate test items so as not to lead the student to a correct answer by facial expression or by repeating any part of the test which is not specifically requested by the student. An interpreted/transliterated administration must be proctored. The test examiner and the proctor must verify in writing that the test administration was conducted according to the standardized procedures. This written verification shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

### **Reading of Test Items Aloud**

The test examiner must be very careful when reading the tests aloud not to lead the student by intonation or to repeat any part of the test which is not specifically requested by the student. In particular, care must be taken to describe graphics without leading the student to the correct response. The audiocassette provides a taped version of the test instructions and test items. The examiner who is to read the tests aloud should consult the tape for the standard approach to reading the material. A printed test (either regular or large-print) or a Braille copy of the test should be used in conjunction with reading the test aloud in order to provide the student multi-sensory stimulation. Test items must be read in English.

For an oral administration, an audiotape recording must be made of the entire testing session. The audio recording of the testing session shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

## Appendix C, continued

### Audiotape Version of Test

This is the preferred type of oral administration as it provides uniform administration statewide.

The student should have instructional experience with audiocassettes, such as using audiocassette versions of textbooks or taping lectures in class. Unless the student has experience with using audiocassettes, the audiocassette may cause more difficulty than assistance.

The audiocassette may be used in conjunction with a printed test (either regular or large-print) or a Braille test.

### ACCOMMODATIONS IN RESPONSE

It is important to remember that even when accommodations are provided, all responses on the assessments should be the student's response, not one interpreted by others.

### Student Marks Booklet and Teacher/Proctor Transfer Answers to Answer Sheet

When this accommodation is chosen, student responses must be transcribed to the regular answer document by a school official. The regular answer document and test booklet must be verified by a second school official to ensure that no errors in transcription occurred. The test booklet shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

### Student Responds Verbally, Points, Uses Augmentative Device with Auditory Output, or Indicates an Answer and Teacher/Proctor Marks Answer Sheet

Students who are unable to respond to test items by marking the regular answer document, a Braille or large-print answer sheet, or in a test booklet may have a teacher/proctor record the answers. A audiotape must be made of the exchange. Student responses must be transcribed to the regular answer document by a school official. The regular answer document and audiotaped record must be verified by a second school official to ensure that no errors in transcription occurred. The audiotaped record shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

### Brailier

Blind and low-vision students may use a Braille writer to write essays or record answer choices to multiple-choice questions on the Standards of Learning tests. Student responses must be transcribed to

## Appendix C, continued

the regular answer document by a school official qualified to read Braille. If a student has written his/her response to the writing assessment with a Braille writer and has used Braille shorthand, the transcriber shall request the student to spell the English words. The regular answer document and Brailled material must be verified by a second school official to ensure that no errors in transcription occurred. The Brailled material shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

### Word Processor, Typewriter or Augmentative Communication Device

This accommodation is available for students who are blind or have visual impairments, who do not read Braille, and students who have an orthopedic impairment, a specific learning disability or other disability that interferes with the composing process. It allows these students to use a typewriter, word processor, or augmentative communication device to complete the direct-writing assessment portion of the Standards of Learning writing tests. Only augmentative communication devices, which produce student responses verbatim, may be used. If the augmentative communication device produces an auditory output, it should be treated as dictation to a scribe (see next section). It must be documented that the student uses a typewriter, word processor, or augmentative communication device for his/her written work.

The typed or printed essay must be transcribed to the regular answer document by a school official. The regular answer document and student production must be verified by a second school official to ensure that no errors in transcription occurred. The student's production shall be retained on file in the office of the Division Director of Testing until the scores are received and verified.

Because the regular administration allows the use of a dictionary, a hand-held "spell checker" or the spell checking capacity of a computer can be used, but the student must not be prompted to use it. A document stating that the typed or printed essay is entirely the student's own, and that no "grammar checker" was used must be signed by the student, test examiner, and proctor, and filed with the student's permanent records.

### Dictation to a Scribe

#### *Writing Assessment only*

The student will dictate (or use an augmentative communication device with auditory output) his/her response to the writing assessment in English to a second person (scribe) who will transcribe it. The session between the student and scribe must be recorded on audiotape and given to Division Director of Testing along with the transcription. The scribe, who should have experience working with the student, must format, capitalize and punctuate only as directed by the student. The scribe's transcription and taped record must be verified by a second school official to ensure that no errors in transcription occurred. The scribe's transcription and taped record shall be retained on file in the office of the Division Director of Testing until the established appeal period is over.



**APPENDIX D**  
**VIRGINIA DEPARTMENT OF EDUCATION**  
**STANDARDS OF LEARNING (SOL) ASSESSMENTS**  
**FALL 2004**  
**MULTIPLE-CHOICE NON-WRITING TESTS**

**SCHOOL VERIFICATION OF RECEIPT OF NON-SECURE  
TESTING MATERIALS AND REORDER FORM**

TO: \_\_\_\_\_  
(DDOT Name)

NO. PAGES: \_\_\_\_\_  
(including this sheet)

SCHOOL NAME: \_\_\_\_\_ SCHOOL CODE: \_\_\_\_\_

STC NAME: \_\_\_\_\_ DATE: \_\_\_\_\_, 2004

**STC Instructions:** Complete Section 1 below. If additional testing materials are needed, complete Section 2. Then, fax or deliver this form to your DDOT as soon as possible, but **NO LATER THAN 5 DAYS AFTER RECEIPT OF MATERIALS.**

**Section 1. Verification of Shipment:** After receipt and verification of your school's Fall 2004 shipment of non-secure SOL *Multiple-Choice (Non-Writing)* testing materials, please complete the information requested in the table below.

Date shipment was delivered to your school: _____	
As indicated on the packing list, all copies of the non-secure SOL <i>Multiple-Choice (Non-Writing)</i> test materials were received in this shipment. If "No," indicate missing materials or discrepancies.	(Circle One) Yes No
_____	
_____	
_____	
_____	
The carrier made "inside delivery" of the shipment, and my staff and I were satisfied with the manner of delivery. If "No," indicate the problems you experienced.	(Circle One) Yes No
_____	
_____	
_____	
_____	

**continued**

**PLEASE USE PAGE 2 TO ORDER ADDITIONAL NON-SECURE TESTING MATERIALS.  
FORWARD BOTH PAGES TO YOUR DIVISION DIRECTOR OF TESTING.**

## Appendix D, continued

SCHOOL NAME: \_\_\_\_\_  
DIVISION NAME: \_\_\_\_\_

SCHOOL NUMBER: \_\_\_\_\_  
DIVISION NUMBER: \_\_\_\_\_

**Section 2. Reorder of Materials:** If additional quantities of any materials are needed, print the quantity in the box(es) below.

	Ungraded	Grade 8	Content Specific History	End-of-Course
<i>School Test Coordinator's Manual</i>		N/A	N/A	N/A
<i>Fall 04 SOL School Master File Sheet</i>	N/A			
<i>Scoring Service ID (Header) Sheets</i> (specify)	N/A			
<i>Gr. 8 M/C Examiner's Manual</i>	N/A		N/A	N/A
<i>Gr. 8 M/C Answer Document</i>	N/A		N/A	N/A
<i>Gr. 8 M/C Mathematics Formula Sheet</i>	N/A		N/A	N/A
<i>Combined Content Specific History Examiner's Manual</i>	N/A	N/A		N/A
<i>United States History to 1877 Answer Document</i>	N/A	N/A		N/A
<i>United States History: 1877 to Present Answer Document</i>	N/A	N/A		N/A
<i>Civics &amp; Economics Answer Document</i>	N/A	N/A		N/A
<i>EOC Eng: Rdg Examiner's Manual</i>	N/A	N/A	N/A	
<i>EOC Eng: Rdg Answer Document</i>	N/A	N/A	N/A	
<i>Combined EOC Mathematics Examiner's Manual</i>	N/A	N/A	N/A	
<i>Algebra I Answer Document</i>	N/A	N/A	N/A	
<i>Algebra I Formula Sheet</i>	N/A	N/A	N/A	
<i>Geometry Answer Document</i>	N/A	N/A	N/A	
<i>Geometry Formula Sheet</i>	N/A	N/A	N/A	
<i>Algebra II Answer Document</i>	N/A	N/A	N/A	
<i>Algebra II Formula Sheet</i>	N/A	N/A	N/A	
<i>Combined EOC History/Social Science Examiner's Manual</i>	N/A	N/A	N/A	
<i>VA and US History Answer Document</i>	N/A	N/A	N/A	
<i>World History I Answer Document</i>	N/A	N/A	N/A	
<i>World History II Answer Document</i>	N/A	N/A	N/A	
<i>World Geography Answer Document</i>	N/A	N/A	N/A	
<i>Combined EOC Science Examiner's Manual</i>	N/A	N/A	N/A	
<i>Biology Answer Document</i>	N/A	N/A	N/A	
<i>Earth Science Answer Document</i>	N/A	N/A	N/A	
<i>Chemistry Answer Document</i>	N/A	N/A	N/A	
<i>Chemistry Periodic Table of Elements</i>	N/A	N/A	N/A	
Paper Bands		N/A	N/A	N/A

Attach additional pages as necessary. This page may be photocopied.

## APPENDIX E

### SPECIAL TEST ACCOMMODATIONS CODES

#### Grade 8 Multiple-Choice Tests

##### TESTS:

English: Reading		Mathematics (including Plain English Mathematics) and Science		History and Social Science		Answer document circle number	If a student utilizes a non-standard accommodation, the record of that score will be accompanied by a notation explaining that the score resulted from a non-standard administration. A student with an identified disability or identified as limited English proficient who has passed an SOL assessment utilizing any accommodation, including a non-standard accommodation, has passed for all purposes.
* LEP	** SWD	* LEP	** SWD	* LEP	** SWD		
✓	✓	✓	✓	✓	✓	1	flexible schedule (includes breaks during test and multiple test sessions)
✓	✓	✓	✓	✓	✓	2	group size
✓	✓	✓	✓	✓	✓	3	environmental modifications (e.g., special lighting, noise buffers, use of study carrel)
✓	✓	✓	✓	✓	✓	4	visual aids (e.g., magnifying glass, templates to show only one item at a time)
L	✓	L	✓	L	✓	5	amplification equipment (e.g., hearing aid or auditory trainer)
L	✓	L	✓	L	✓	6	large-print test
✓	✓	✓	✓	✓	✓	7	assistance with directions (i.e., simplifying or clarifying directions)
L	✓	L	✓	L	✓	8	increased size of answer circles (e.g., enlarged copy of answer document)
L	✓	L	✓	L	✓	9	Braille test / Braille answer document
		✓	✓	✓	✓	10	reading in English of test items (except for <i>English:Reading</i> ) If Plan calls for reading the English:Reading test aloud, see #14.
		✓	✓	✓	✓	11	audiotape version of test items (except for <i>English:Reading</i> ) If Plan calls for using audiotape version of test, see #15.
		L	✓	L	✓	12	interpreting (e.g., signing, transliteration) test items (except for <i>English:Reading</i> ) If Plan calls for interpreting the English, see #16.
		L	✓	L	✓	13	communication board / pictorial presentation
L	✓	L	✓	L	✓	14	reading test items in English on the <i>English: Reading</i> <i>Non-standard</i>
✓	✓					15	using audiotape version of the <i>English: Reading</i> <i>Non-standard</i>
✓	✓					16	interpreting (e.g., signing, transliteration) test items on the <i>English: Reading</i> <i>Non-standard</i>
✓	S	✓	S	✓	S	17	bilingual dictionary <i>Non-standard</i>
✓	✓	✓	✓	✓	✓	18	mark in test booklet or student responds verbally
		L	✓			19	math aids (e.g., abacus, manipulatives)
		L	✓	L	✓	20	large diameter pencil, special pencil, pencil grip
L	✓	L	✓	L	✓	21	respond by word processor, typewriter, Braille
L	✓	L	✓	L	✓	22	augmentative communication device
L	✓	L	✓	L	✓	23	spelling aids: spelling checker, spelling dictionary
						24	tape recorder (pre-writing only)
						25	dictation in English to a scribe (direct writing sample only) <i>Non-standard</i>
		L	✓			26	use of calculator or arithmetic tables (gr 3 math and gr 5 math computation) <i>Non-standard</i>
						27	other
		L	✓			28	use of a calculator with additional functions to those routinely supplied to all students (gr 8 math and science) <i>Non-standard</i>
		✓	✓			A	Plain English Mathematics test
Circle B is not available for any test.							

Black squares in either column indicate accommodations that are not available for these tests. DO NOT GRID.

S Unless also identified as LEP, these accommodations are not available for students with disabilities. DO NOT GRID.

L Unless also identified as SWD, these accommodations are not available for LEP students. DO NOT GRID.

✓ These accommodations are available as needed.

\* LEP = Limited English Proficient

\*\* SWD = Student with Disabilities

Appendix E, continued

## SPECIAL TEST ACCOMMODATIONS CODES

### For the End-of-Course Test in English: Reading

*If a student utilizes a non-standard accommodation, the record of that score will be accompanied by a notation explaining that the score resulted from a non-standard administration. A student with an identified disability or identified as limited English proficient who has passed an SOL assessment utilizing any accommodation, including a non-standard accommodation, has passed for all purposes.*

Limited English Proficient (LEP)	Students with Disabilities (SWD)	Answer document circle number	
✓	✓	1	flexible schedule (includes breaks during test and multiple test sessions)
✓	✓	2	group size
✓	✓	3	environmental modifications (e.g., special lighting, noise buffers, use of study carrel)
✓	✓	4	visual aids (e.g., magnifying glass, templates to show only one item at a time)
L	✓	5	amplification equipment (e.g., hearing aid or auditory trainer)
L	✓	6	large-print test
✓	✓	7	assistance with directions (i.e., simplifying or clarifying directions)
L	✓	8	increased size of answer circles (e.g., enlarged copy of answer document)
L	✓	9	Braille test / Braille answer document
		10	reading in English of test items (except for <i>English:Reading</i> ) If Plan calls for reading the <i>English:Reading</i> test aloud, see #14.
		11	audiotape version of test items (except for <i>English:Reading</i> ) If Plan calls for using audiotape version of test, see #15.
		12	interpreting (e.g., signing, transliteration) test items (except for <i>English:Reading</i> ) If Plan calls for interpreting the English, see #16.
L	✓	13	communication board / pictorial presentation
✓	✓	14	reading test items in English on the <i>English: Reading</i> <span style="float: right;"><i>Non-standard</i></span>
✓	✓	15	using audiotape version of the <i>English: Reading</i> <span style="float: right;"><i>Non-standard</i></span>
L	✓	16	interpreting (e.g., signing, transliteration) test items on the <i>English: Reading</i> <span style="float: right;"><i>Non-standard</i></span>
✓	S	17	bilingual dictionary <span style="float: right;"><i>Non-standard</i></span>
✓	✓	18	mark in test booklet or student responds verbally
		19	math aids (e.g., abacus, manipulatives)
L	✓	20	large diameter pencil, special pencil, pencil grip
L	✓	21	respond by word processor, typewriter, Braille
L	✓	22	augmentative communication device
L	✓	23	spelling aids: spelling checker, spelling dictionary
		24	tape recorder (pre-writing only)
		25	dictation in English to a scribe (direct writing sample only) <span style="float: right;"><i>Non-standard</i></span>
		26	use of calculator or arithmetic tables (gr 3 math and gr 5 math computation) <span style="float: right;"><i>Non-standard</i></span>
		27	other
<b>Circles A-B are not available for any EOC tests. DO NOT GRID.</b>			

- Black squares in either column indicate accommodations that are not available for these tests. DO NOT GRID.
- S Unless also identified as LEP, these accommodations are not available for students with disabilities. DO NOT GRID.
- L Unless also identified as SWD, these accommodations are not available for LEP students. DO NOT GRID.
- ✓ These accommodations are available as needed.

## Appendix E, continued

		<b>SPECIAL TEST ACCOMMODATIONS CODES</b>	
		<b>For End-of-Course Tests in Mathematics and Science:</b>	
		<b>Algebra I Geometry Algebra II</b>	<b>Biology Earth Science Chemistry</b>
		<i>If a student utilizes a non-standard accommodation, the record of that score will be accompanied by a notation explaining that the score resulted from a non-standard administration. A student with an identified disability or identified as limited English proficient who has passed an SOL assessment utilizing any accommodation, including a non-standard accommodation, has passed for all purposes.</i>	
Limited English Proficient (LEP)	Students with Disabilities (SWD)	Answer document circle number	
✓	✓	1	flexible schedule (includes breaks during test and multiple test sessions)
✓	✓	2	group size
✓	✓	3	environmental modifications (e.g., special lighting, noise buffers, use of study carrel)
✓	✓	4	visual aids (e.g., magnifying glass, templates to show only one item at a time)
L	✓	5	amplification equipment (e.g., hearing aid or auditory trainer)
L	✓	6	large-print test
✓	✓	7	assistance with directions (i.e., simplifying or clarifying directions)
L	✓	8	increased size of answer circles (e.g., enlarged copy of answer document)
L	✓	9	Braille test / Braille answer document
✓	✓	10	reading in English of test items (except for <i>English:Reading</i> ) If Plan calls for reading the English test aloud, see #14.
✓	✓	11	audiotape version of test items (except for <i>English:Reading</i> ) If Plan calls for using audiotape version of test, see #15.
L	✓	12	interpreting (e.g., signing, transliteration) test items (except for <i>English:Reading</i> ) If Plan calls for interpreting the English, see #16.
L	✓	13	communication board / pictorial presentation
		14	reading test items in English on the <i>English: Reading</i> <i>Non-standard</i>
		15	using audiotape version of the <i>English: Reading</i> <i>Non-standard</i>
		16	interpreting (e.g., signing, transliteration) test items on the <i>English: RLR</i> <i>Non-standard</i>
✓	S	17	bilingual dictionary <i>Non-standard</i>
✓	✓	18	mark in test booklet or student responds verbally
L	✓	19	math aids (e.g., abacus, manipulatives)
L	✓	20	large diameter pencil, special pencil, pencil grip
L	✓	21	respond by word processor, typewriter, Braille
L	✓	22	augmentative communication device
L	✓	23	spelling aids: spelling checker, spelling dictionary
		24	tape recorder (pre-writing only)
		25	dictation in English to a scribe (direct writing sample only) <i>Non-standard</i>
		26	use of calculator or arithmetic tables (gr 3 math and gr 5 math computation) <i>Non-standard</i>
		27	other
L	✓	28	use of a calculator with additional functions to those routinely supplied to all students (EOC Science) <i>Non-standard</i>
<b>Circles A-B are not available for any EOC tests. DO NOT GRID.</b>			

Black squares in either column indicate accommodations that are not available for these tests. DO NOT GRID.

S Unless also identified as LEP, these accommodations are not available for students with disabilities. DO NOT GRID.

L Unless also identified as SWD, these accommodations are not available for LEP students. DO NOT GRID.

✓ These accommodations are available as needed.

Appendix E, continued

**SPECIAL TEST ACCOMMODATIONS CODES**  
**For End-of-Course Tests in the Social Sciences:**

**Virginia and United States History**  
**World History I**  
**World History II**  
**World Geography**

*If a student utilizes a non-standard accommodation, the record of that score will be accompanied by a notation explaining that the score resulted from a non-standard administration. A student with an identified disability or identified as limited English proficient who has passed an SOL assessment utilizing any accommodation, including a non-standard accommodation, has passed for all purposes.*

Limited English Proficient (LEP)	Students with Disabilities (SWD)	Answer document circle number	
✓	✓	1	flexible schedule (includes breaks during test and multiple test sessions)
✓	✓	2	group size
✓	✓	3	environmental modifications (e.g., special lighting, noise buffers, use of study carrel)
✓	✓	4	visual aids (e.g., magnifying glass, templates to show only one item at a time)
L	✓	5	amplification equipment (e.g., hearing aid or auditory trainer)
L	✓	6	large-print test
✓	✓	7	assistance with directions (i.e., simplifying or clarifying directions)
L	✓	8	increased size of answer circles (e.g., enlarged copy of answer document)
L	✓	9	Braille test / Braille answer document
✓	✓	10	reading in English of test items (except for <i>English:Reading</i> ) If Plan calls for reading the English test aloud, see #14.
✓	✓	11	audiotape version of test items (except for <i>English:Reading</i> ) If Plan calls for using audiotape version of test, see #15.
L	✓	12	interpreting (e.g., signing, transliteration) test items (except for <i>English:Reading</i> ) If Plan calls for interpreting the English, see #16.
L	✓	13	communication board / pictorial presentation
		14	reading test items in English on the <i>English: Reading</i> Non-standard
		15	using audiotape version of the <i>English: Reading</i> Non-standard
		16	interpreting (e.g., signing, transliteration) test items on the <i>English: Reading</i> Non-standard
✓	S	17	bilingual dictionary Non-standard
✓	✓	18	mark in test booklet or student responds verbally
		19	math aids (e.g., abacus, manipulatives)
L	✓	20	large diameter pencil, special pencil, pencil grip
L	✓	21	respond by word processor, typewriter, Braille
L	✓	22	augmentative communication device
L	✓	23	spelling aids: spelling checker, spelling dictionary
		24	tape recorder (pre-writing only)
		25	dictation in English to a scribe (direct writing sample only) Non-standard
		26	use of calculator or arithmetic tables (gr 3 math and gr 5 math computation) Non-standard
		27	other
Circles A-B are not available for any EOC tests. DO NOT GRID.			

Black squares in either column indicate accommodations that are not available for these tests. DO NOT GRID.

S Unless also identified as LEP, these accommodations are not available for students with disabilities. DO NOT GRID.

L Unless also identified as SWD, these accommodations are not available for LEP students. DO NOT GRID.

✓ These accommodations are available as needed.



Appendix E, continued

## SPECIAL TEST ACCOMMODATIONS CODES

### Content Specific History Tests

**United States History to 1877**  
**United States History: 1877 to Present**  
**Civics & Economics**

*If a student utilizes a non-standard accommodation, the record of that score will be accompanied by a notation explaining that the score resulted from a non-standard administration. A student with an identified disability or identified as limited English proficient who has passed an SOL assessment utilizing any accommodation, including a non-standard accommodation, has passed for all purposes.*

History and Social Science		Answer document circle number	
*	**		
LEP	SWD		
✓	✓	1	flexible schedule (includes breaks during test and multiple test sessions)
✓	✓	2	group size
✓	✓	3	environmental modifications (e.g., special lighting, noise buffers, use of study carrel)
✓	✓	4	visual aids (e.g., magnifying glass, templates to show only one item at a time)
L	✓	5	amplification equipment (e.g., hearing aid or auditory trainer)
L	✓	6	large-print test
✓	✓	7	assistance with directions (i.e., simplifying or clarifying directions)
L	✓	8	increased size of answer circles (e.g., enlarged copy of answer document)
L	✓	9	Braille test / Braille answer document
✓	✓	10	reading in English of test items (except for <i>English: Reading</i> ). If Plan calls for reading the English: Reading test aloud, see #14.
✓	✓	11	audiotape version of test items (except for <i>English: Reading</i> ). If Plan calls for using audiotape version of test, see #15.
L	✓	12	interpreting (e.g., signing, transliteration) test items (except for <i>English: Reading</i> ). If Plan calls for interpreting the English, see #16.
L	✓	13	communication board / pictorial presentation
		14	reading test items in English on the <i>English: Reading</i> <span style="float: right;"><i>Non-standard</i></span>
		15	using audiotape version of the <i>English: Reading</i> <span style="float: right;"><i>Non-standard</i></span>
		16	interpreting (e.g., signing, transliteration) test items on the <i>English: Reading</i> <span style="float: right;"><i>Non-standard</i></span>
✓	S	17	bilingual dictionary <span style="float: right;"><i>Non-standard</i></span>
✓	✓	18	mark in test booklet or student responds verbally
		19	math aids (e.g., abacus, manipulatives)
L	✓	20	large diameter pencil, special pencil, pencil grip
L	✓	21	respond by word processor, typewriter, Braille
L	✓	22	augmentative communication device
L	✓	23	spelling aids: spelling checker, spelling dictionary
		24	tape recorder (pre-writing only)
		25	dictation in English to a scribe (direct writing sample only) <span style="float: right;"><i>Non-standard</i></span>
		26	use of calculator or arithmetic tables (gr 3 math and gr 5 math computation) <span style="float: right;"><i>Non-standard</i></span>
		27	other
		28	calculators with additional functions to those routinely supplied to all students (gr 8 math and science) <span style="float: right;"><i>Non-standard</i></span>
		A	Plain English Mathematics test
Circle B is not available for any test.			

- Black squares in either column indicate accommodations that are not available for these tests. DO NOT GRID.
- S** Unless also identified as LEP, these accommodations are not available for students with disabilities. DO NOT GRID.
- L** Unless also identified as SWD, these accommodations are not available for LEP students. DO NOT GRID.
- ✓ These accommodations are available as needed.
- \* LEP = Limited English Proficient                      \*\* SWD = Student with Disabilities

## Sample Demographic Page of a Grade 8 Student Answer Document

**Virginia**  
Standards of Learning Assessments

2004 – 2005  
Answer Document

**GRADE 8  
MULTIPLE CHOICE  
TESTS**

<b>A STUDENT NAME</b>			<b>TEACHER</b>		
SCHOOL			SCHOOL DIVISION		
GENDER	GRADE	DATE OF BIRTH	TEST DATE (Month/Year)		

B LAST NAME										FIRST NAME										MI
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	
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V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	

C DATE OF BIRTH		
MONTH	DAY	YEAR
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<input type="radio"/> Sep	<input type="radio"/> 06	<input type="radio"/> 25
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<input type="radio"/> Nov	<input type="radio"/> 08	<input type="radio"/> 27
<input type="radio"/> Dec	<input type="radio"/> 09	<input type="radio"/> 28

D GENDER
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E RACE/ETHNICITY
Grid Only One
<input type="radio"/> American Indian or Alaska Native
<input type="radio"/> Asian or Pacific Islander
<input type="radio"/> Black (Not of Hispanic Origin)
<input type="radio"/> Hispanic
<input type="radio"/> White (Not of Hispanic Origin)
<input type="radio"/> Native Hawaiian
<input type="radio"/> Unspecified

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PLACE  
PRE-ID  
LABEL HERE



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STUDENT NAME	
Last Name	First Name

2004 – 2005  
GRADE 8  
MULTIPLE CHOICE  
TESTS

J	READING	MATH	HISTORY	SCIENCE
8		8		
	A 0 0 A	A 0 0 A	A 0 0 A	A 0 0 A
	B 1 1 B	B 1 1 B	B 1 1 B	B 1 1 B
	C 2 2 C	C 2 2 C	C 2 2 C	C 2 2 C
	D 3 3 D	D 3 3 D	D 3 3 D	D 3 3 D
	E 4 4 E	E 4 4 E	E 4 4 E	E 4 4 E
	F 5 5 F	F 5 5 F	F 5 5 F	F 5 5 F
	G 6 6 G	G 6 6 G	G 6 6 G	G 6 6 G
	H 7 7 H	H 7 7 H	H 7 7 H	H 7 7 H
	I 8 8 I	I 8 8 I	I 8 8 I	I 8 8 I
	J 9 9 J	J 9 9 J	J 9 9 J	J 9 9 J
	K	K	K	K
	L	L	L	L
	M	M	M	M
	N	N	N	N
	O	O	O	O
	P	P	P	P
	Q	Q	Q	Q
	R	R	R	R
	S	S	S	S
	T	T	T	T
	U	U	U	U
	V	V	V	V
	W	W	W	W
	X	X	X	X
	Y	Y	Y	Y
	Z	Z	Z	Z

S	LIMITED ENGLISH PROFICIENT
	A B C
T	SOA ADJUSTMENT
	LEP Transfer
U	X-CODE
	A B C

K	FIELD NOT USED
---	----------------

L	HISTORY ONLY
M	FIELD NOT USED
N	A-CODE
O	N-CODE

P	AYP ADJUSTMENT
	A B C D

Q	TITLE I / TAS
	Reading and Math
	Reading
	Math
	Science
	History
R	STUDENT CATEGORY
	1
	2
	3

V	DISABILITY STATUS GRID ONLY ONE
	1 9 17
	2 10 18
	3 11 19
	4 12 20
	5 13
	6 14
	7 15
	8 16

W	FIELD NOT USED
---	----------------

X	FIELD NOT USED
---	----------------

Y	ADDITIONAL TEST CODES
	READING MATHEMATICS
	RECOVERY RECOVERY
	RETEST RETEST
	EXPEDITED EXPEDITED
	D-CODE D-CODE
	SELP

Z	TESTING STATUS
	1 2 3 4 5 6 7 8 9 10 11 12
	MARK ONLY ONE BUBBLE
	1 2 3 4 5 6 7 8 9 10 11 12
	FOR EACH TEST NOT
	1 2 3 4 5 6 7 8 9 10 11 12
	ADMINISTERED
	1 2 3 4 5 6 7 8 9 10 11 12

AA	SPECIAL TEST ACCOMMODATIONS
	Reading 1 2 3 4 5 6 7 8 9 13 14 15 16 17 18 20 21 22 23 27 A B
	Math 1 2 3 4 5 6 7 8 9 10 11 12 13 17 18 19 20 21 22 23 27 28 A B
	History & Soc. Sci. 1 2 3 4 5 6 7 8 9 10 11 12 13 17 18 20 21 22 23 27 A B
	Science 1 2 3 4 5 6 7 8 9 10 11 12 13 17 18 19 20 21 22 23 27 28 A B

Plain English  
Mathematics test

TPC Reflective Bond™ 67038      1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

**IMPORTANT NOTE:** If any of the **Special Test Accommodations (AA)** are gridded, make sure that either **Disability Status (V)** or **Limited English Proficient (S)** has been marked in Section V or S.



STUDENT NAME	
Last Name	First Name

**2004 – 2005**  
**ENGLISH: READING**  
**End-of-Course Test**

**J MC FORM**

1	A	0	0	A
	B	1	1	B
	C	2	2	C
	D	3	3	D
	E	4	4	E
	F	5	5	F
	G	6	6	G
	H	7	7	H
	I	8	8	I
	J	9	9	J
	K			K
	L			L
	M			M
	N			N
	O			O
	P			P
	Q			Q
	R			R
	S			S
	T			T
	U			U
	V			V
	W			W
	X			X
	Y			Y
	Z			Z

**K**

FIELD NOT USED

**Q TITLE I / TAS**

☐ Reading and Math

☐ Reading

☐ Math

☐ Science

☐ History

**R STUDENT CATEGORY**

☐ 1

☐ 2

☐ 3

**S LIMITED ENGLISH PROFICIENT**

☐ A ☐ B ☐ C

**T SOA ADJUSTMENT**

☐ SEP ☐ Transfer

**U X-CODE**

☐ A ☐ B ☐ C

**V DISABILITY STATUS GRID ONLY ONE**

<input type="radio"/> 1	<input type="radio"/> 9	<input type="radio"/> 17
<input type="radio"/> 2	<input type="radio"/> 10	<input type="radio"/> 18
<input type="radio"/> 3	<input type="radio"/> 11	<input type="radio"/> 19
<input type="radio"/> 4	<input type="radio"/> 12	<input type="radio"/> 20
<input type="radio"/> 5	<input type="radio"/> 13	
<input type="radio"/> 6	<input type="radio"/> 14	
<input type="radio"/> 7	<input type="radio"/> 15	
<input type="radio"/> 8	<input type="radio"/> 16	

**W CAREER AND TECHNICAL EDUCATION**

SECTION 1

☐ Career/Tech Ed Course

☐ Tech Prep Program

SECTION 2

☐ 1

☐ 2

☐ 3

☐ 4

☐ Other 5

☐ Other 6

**L FIELD NOT USED**

**M SUB.TEST**

☐

**N FIELD NOT USED**

**O N-CODE**

☐

**P AYP ADJUSTMENT**

☐ A

☐ B

☐ C

☐ D

**Z TESTING STATUS**

1	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	----	----	----

MARK ONE BUBBLE ONLY

**AA SPECIAL TEST ACCOMMODATIONS**

1	2	3	4	5	6	7	8	9	13	14	15	16	17	18	20	21	22	23	27	A	B
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	---	---

**End-of-Course ENGLISH: READING**

**SAMPLES**

A	B	C	D
F	G	H	J

1 ☐ A ☐ B ☐ C ☐ D

2 ☐ F ☐ G ☐ H ☐ J

3 ☐ A ☐ B ☐ C ☐ D

4 ☐ F ☐ G ☐ H ☐ J

5 ☐ A ☐ B ☐ C ☐ D

6 ☐ F ☐ G ☐ H ☐ J

13 ☐ A ☐ B ☐ C ☐ D

14 ☐ F ☐ G ☐ H ☐ J

15 ☐ A ☐ B ☐ C ☐ D

16 ☐ F ☐ G ☐ H ☐ J

17 ☐ A ☐ B ☐ C ☐ D

18 ☐ F ☐ G ☐ H ☐ J

25 ☐ A ☐ B ☐ C ☐ D

26 ☐ F ☐ G ☐ H ☐ J

27 ☐ A ☐ B ☐ C ☐ D

28 ☐ F ☐ G ☐ H ☐ J

29 ☐ A ☐ B ☐ C ☐ D

30 ☐ F ☐ G ☐ H ☐ J

37 ☐ A ☐ B ☐ C ☐ D

38 ☐ F ☐ G ☐ H ☐ J

39 ☐ A ☐ B ☐ C ☐ D

40 ☐ F ☐ G ☐ H ☐ J

41 ☐ A ☐ B ☐ C ☐ D

42 ☐ F ☐ G ☐ H ☐ J

49 ☐ A ☐ B ☐ C ☐ D

50 ☐ F ☐ G ☐ H ☐ J

51 ☐ A ☐ B ☐ C ☐ D

52 ☐ F ☐ G ☐ H ☐ J

7 ☐ A ☐ B ☐ C ☐ D

8 ☐ F ☐ G ☐ H ☐ J

9 ☐ A ☐ B ☐ C ☐ D

10 ☐ F ☐ G ☐ H ☐ J

11 ☐ A ☐ B ☐ C ☐ D

12 ☐ F ☐ G ☐ H ☐ J

19 ☐ A ☐ B ☐ C ☐ D

20 ☐ F ☐ G ☐ H ☐ J

21 ☐ A ☐ B ☐ C ☐ D

22 ☐ F ☐ G ☐ H ☐ J

23 ☐ A ☐ B ☐ C ☐ D

24 ☐ F ☐ G ☐ H ☐ J

31 ☐ A ☐ B ☐ C ☐ D

32 ☐ F ☐ G ☐ H ☐ J

33 ☐ A ☐ B ☐ C ☐ D

34 ☐ F ☐ G ☐ H ☐ J

35 ☐ A ☐ B ☐ C ☐ D

36 ☐ F ☐ G ☐ H ☐ J

43 ☐ A ☐ B ☐ C ☐ D

44 ☐ F ☐ G ☐ H ☐ J

45 ☐ A ☐ B ☐ C ☐ D

46 ☐ F ☐ G ☐ H ☐ J

47 ☐ A ☐ B ☐ C ☐ D

48 ☐ F ☐ G ☐ H ☐ J

TPC Reflective Bond™ 67039

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

**IMPORTANT NOTE:** If any of the **Special Test Accommodations (AA)** are gridded, make sure that either **Disability Status (V)** or **Limited English Proficient (S)** has been included on the Pre-ID file or marked in Section V or S.

**APPENDIX G**  
**VIRGINIA DEPARTMENT OF EDUCATION**  
**STANDARDS OF LEARNING (SOL) ASSESSMENTS**  
**MULTIPLE-CHOICE (NON-WRITING) TESTS**  
**FALL 2004**

**TEST IRREGULARITY FORM**

Note: The Web-based system for SOL test irregularities is under development. Procedures for submitting test irregularities through the Web-based system will be provided at a later date.

Division Name \_\_\_\_\_

School Name \_\_\_\_\_

Date \_\_\_\_\_

Division and School Code (e.g., 056-0221) \_\_\_\_\_

Grade/Content (circle one)	MC Form No.	Subject
8 Content Specific History* EOC		

\* US History to 1877, US History 1877 to Present, Civics & Economics

**Directions to the Examiner and/or STC:**

Describe the irregularity in the space below. Then the STC should forward this form to the DDOT for action. The STC must report testing irregularities to the DDOT within 24 hours of occurrence. **Include the name of each student involved in an irregularity that may require students to be retested with an alternate form.**

**(PLEASE PRINT)**

**Description of Irregularity:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Action Taken (to be completed by DDOT):**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Irregularity was forwarded to the Department of Education:

NO YES \_\_\_\_\_  
 (Date)

Signature of STC: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of DDOT: \_\_\_\_\_

Date: \_\_\_\_\_

The DDOT will fax this form to the Virginia Department of Education, Division of Assessment and Reporting, 804-371-8978.

This page may be photocopied.



**APPENDIX H**  
**DEPARTMENT OF EDUCATION**  
**STANDARDS OF LEARNING (SOL) ASSESSMENTS**  
**MULTIPLE-CHOICE (NON-WRITING) TESTS**  
**FALL 2004**

**SOL SCHOOL TEST COORDINATOR'S TEST BOOKLET TRANSMITTAL FORM**

*For use before and after test administration for the STC's receipt and return of test booklets to DDOT.*

**DIVISION NAME:** \_\_\_\_\_ **SCHOOL NAME:** \_\_\_\_\_

**BEFORE TESTING:**

Prior to distributing test booklets to any Examiner, record the counts shown on packing lists in the Packing List Quantity column. Then record the total counts of test booklets received in the corresponding STC Received column. Do not count Special Forms test booklets; they are recorded on a separate transmittal form. If you receive additional test booklets from the DDOT after you have received your school's original shipment, be sure to add those counts to the original counts.

**AFTER TESTING:**

1. Enter the total number of test booklets packed for return shipment in the STC Returned column. Use this form to record counts of regular-print test booklets. Complete the *Discrepancy Report* on the next page of this form. **Do not mark in the "Scoring Center ONLY" column.**
2. This form, including the *Discrepancy Report*, and a photocopy must be returned to your DDOT. Include these materials inside a Set B carton that you have labeled Transmittal Forms Enclosed.
3. If any test booklet is lost, an *SOL Test Irregularity Form* must be submitted immediately to your DDOT.
4. **You MUST sign and date the bottom of this form.**

Grade/Subject	Packing List Quantity	Test Booklets Total Numbers			Grade/Subject	Packing List Quantity	Test Booklets Total Numbers		
		STC Received	STC Returned	DO NOT USE Scoring Center Only			STC Received	STC Returned	DO NOT USE Scoring Center Only
Gr 8 Plain English Math					Algebra II				
					Biology				
Grade 8 All Tests					Chemistry				
					Earth Science				
<b>Content Specific History</b>					VA & US History 95 Stds				
US History to 1877					VA & US History 01 Stds				
US History: 1877 to Present					World History I 95 Stds				
Civics & Economics					World History I 01 Stds				
<b>End-of-Course</b>					World History II 95 Stds				
English: Reading					World History II 01 Stds				
Algebra I					World Geography 95 Stds				
Geometry					World Geography 01 Stds				

**STC Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**DDOT Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

This page may be photocopied.

<b>SOL SCHOOL TEST COORDINATOR'S QUANTITY DISCREPANCY REPORT</b> <b>Multiple-Choice, Content Specific History, and End-of-Course</b>
---

**STC:** In each section, check the appropriate box. If the second box is checked, fill in the blanks to describe each discrepancy.

**1. Packing List/Receipt and Packaging Discrepancies**

- ☐ No discrepancies were noted between quantities on the packing list and quantities actually received.
- ☐ The following discrepancies were noted:
- grade \_\_\_\_ test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_  
 Packing list indicated \_\_\_\_\_ booklets shipped, but we received \_\_\_\_\_ booklets  
 Package was supposed to contain \_\_\_\_\_ booklets but only \_\_\_\_\_ were enclosed \*
  - grade \_\_\_\_ test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_  
 Packing list indicated \_\_\_\_\_ booklets shipped, but we received \_\_\_\_\_ booklets  
 Package was supposed to contain \_\_\_\_\_ booklets but only \_\_\_\_\_ were enclosed \*
  - grade \_\_\_\_ test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_  
 Packing list indicated \_\_\_\_\_ booklets shipped, but we received \_\_\_\_\_ booklets  
 Package was supposed to contain \_\_\_\_\_ booklets but only \_\_\_\_\_ were enclosed \*

* Please attach a photocopy of the package cover sheet.
---

**2. Booklets Lost or Removed from School Control During Testing**

- ☐ No booklets were lost, and none were forwarded to the DDOT / Department of Education due to any other type of irregularity or for any other reason.
- ☐ The following booklets were lost or forwarded to the DDOT / Department of Education:
- grade \_\_\_\_ test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_  
 Number of copies lost \_\_\_\_\_ Number of copies forwarded \_\_\_\_\_  
 Date irregularity reported to DDOT \_\_\_\_\_; irregularity number \_\_\_\_\_
  - grade \_\_\_\_ test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_  
 Number of copies lost \_\_\_\_\_ Number of copies forwarded \_\_\_\_\_  
 Date irregularity reported to DDOT \_\_\_\_\_; irregularity number \_\_\_\_\_

**3. Booklets Transferred at the DDOT's Direction to Another School(s)**

- ☐ No booklets were transferred to another school; all booklets received by this school remained in this school.
- ☐ The following booklets were transferred at the DDOT's direction:
- grade \_\_\_\_ test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_  
 Number of copies transferred \_\_\_\_\_  
 Date transfer was directed by the DDOT \_\_\_\_\_

**4. Supplemental Booklets Received from the DDOT's Division Overage**

- ☐ No supplemental booklets were received from the DDOT's division overage.
- ☐ The following supplemental booklets were received from the DDOT's division overage:
- grade \_\_\_\_ test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_  
 Number of copies received from the DDOT \_\_\_\_\_
  - grade \_\_\_\_ test booklet, HST subject \_\_\_\_\_ or EOC subject \_\_\_\_\_  
 Number of copies received from the DDOT \_\_\_\_\_

**This page may be photocopied.**

## Appendix H, continued

### 5. Booklets to be Retained in the DDOT's Files Until Scores Are Verified

- ☐ No booklets in which students recorded their answers are to be retained in the DDOT's files until scores are verified.
- ☐ The following quantities of test booklets were used by students who had the accommodation of recording their answers in the test booklet. The booklets must be retained in the DDOT's files until scores are verified.
  - Number of grade 8 test booklets to be retained \_\_\_\_\_ form number \_\_\_\_\_
  - Number of EOC subject \_\_\_\_\_ test booklets to be retained \_\_\_\_\_ form number \_\_\_\_\_
  - Number of EOC subject \_\_\_\_\_ test booklets to be retained \_\_\_\_\_ form number \_\_\_\_\_
  - Number of EOC subject \_\_\_\_\_ test booklets to be retained \_\_\_\_\_ form number \_\_\_\_\_

**This page may be photocopied.**

APPENDIX I

Sample Test Booklet Package Cover Sheet



GRADE 8  
Combined Multiple-Choice  
SET # XXXXXX  
COVER SHEET

NOTES TO EXAMINER:

- THIS PACKAGE CONTAINS THE FOLLOWING FORM:  
8XXXX
- AFTER OPENING **THIS PACKAGE** BUT BEFORE DISTRIBUTING ITS CONTENTS TO STUDENTS:
  1. Count the number of test booklets contained in this package.
  2. Check the **one** box that is applicable and explain any discrepancy.



There were **5** test  
booklets in this package.



There were **NOT 5** test  
booklets in this package.

Discrepancy: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Signature \_\_\_\_\_ Date \_\_\_\_\_

4. Return this cover sheet to the STC along with all enclosed test booklets immediately after the testing session has concluded.

COVER SHEET

ISBN: 999-XXXX-XX-X

PKG SIZE: **5**

ISBN: 999-XXXX-XX-X

**These forms MAY be used for  
read-aloud administration.**

This page may be photocopied.

## APPENDIX J

### SOL EXAMINER'S/PROCTOR'S TEST BOOKLET TRANSMITTAL FORM/AFFIDAVIT

#### Fall 2004 MULTIPLE-CHOICE (Non-Writing) Test

Division Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade Level: \_\_\_\_\_

**School Test Coordinators:** Use this form to sign test booklets in and out to Examiners/Proctors in your school. List each Examiner's/Proctor's name in the far-left column. Use the second column to list the test booklet subject and the number of booklets assigned to each Examiner/Proctor. The Examiner/Proctor should initial the "Out" column when receiving test booklets. The STC must initial the "In" column at the end of the day when test booklets are returned. Both the Examiner/Proctor and STC should count or otherwise verify the number of booklets distributed before initialing this form.

**EXAMINER'S/PROCTOR'S AFFIDAVIT:** After testing is completed, have each Examiner/Proctor read the following statements and sign the "Examiner's/Proctor's Affidavit" column certifying the following:

1. I administered the Standards of Learning (SOL) Assessments Multiple Choice (Non-Writing) test according to the directions in the *Examiner's Manual*.
2. I kept all materials secure when in my possession.
3. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance or give them an undue advantage over others.
4. I have read the statements above and understand that I am certifying that they are true.

Examiner's Name Proctor's Name	Test Booklet Subject and Quantity	OUT — EXAMINER'S INITIALS	IN — STC'S INITIALS	EXAMINER'S/PROCTOR'S AFFIDAVIT
				Examiners are to sign in this column only AFTER reading statements 1-4 above.

**NOTES TO STC:** 1. At the close of test administration, this completed page must be forwarded to your DDOT who will keep it on file.  
2. This page may be photocopied.





## APPENDIX L



**Harcourt Assessment, Inc.**

### VASOL Fall 04 End-of-Course School Master File Sheet

Page 1

**Division: OAKTOWN COUNTY**  
**Code: 800**  
**DDOT: JANE SMITH**  
**Address: 1234 OAKTOWN ROAD**  
**OAKTOWN, VA 23456**  
**Telephone: (804) 658-9029**

School Number	School Name	Grade	Number of Groups	Number of Documents
800 1234	Dear School Test Coordinator:  Please place an N/A under the Number of Documents column for any subject that your school did not test. Thank You.			
	OAKTOWN HS			
	World History I-95 Stds	1W	_____	_____
	World History II-95 Stds	2W	_____	_____
	EOC Algebra I	A1	_____	_____
	EOC Algebra II	A2	_____	_____
	EOC Biology	BI	_____	_____
	EOC Chemistry	CH	_____	_____
	EOC Earth Science	ES	_____	_____
	EOC Geometry	GM	_____	_____
	World Geography-95 Stds	GW	_____	_____
	VA & US History-95 Stds	HV	_____	_____
	EOC Reading	RD	_____	_____
	EOC VA & US History-01 Stds	VH	_____	_____
	EOC World History I-01 Stds	W1	_____	_____
	EOC World History II-01 Stds	W2	_____	_____
	EOC World Geography-01 Stds	WG	_____	_____

Totals: \_\_\_\_\_

FOR SCORING CENTER USE	Receiving Number	Order Number	Date Received
	Testing Program XXX-XXX	Est N-Count	

**Appendix L, continued**



**Harcourt Assessment, Inc.**

**VASOL Fall 04 Multiple-Choice School Master File Sheet**

Page 2

**Division: OAKTOWN COUNTY**

**Code: 800**

**DDOT: JANE SMITH**

**Address: 1234 OAKTOWN ROAD**

**OAKTOWN VA 23456**

**Telephone: (804) 658-9029**

School Number	School Name	Grade	Number of Groups	Number of Documents
800 1223	Dear School Test Coordinator:  Please place an N/A under the Number of Documents column for any subject that your school did not test. Thank You.			
	OAKTOWN MS			
	Grade 8	08	_____	_____
	Grade 8 Plain English Math	M8	_____	_____

Totals: \_\_\_\_\_

FOR SCORING CENTER USE	Receiving Number	Order Number	Date Received
	Testing Program XXX-XXX	Est N-Count	

**Appendix L, continued**



**Harcourt Assessment, Inc.**

**VASOL Fall 04 Content Specific History School Master File Sheet**

Page 1

**Division: OAKTOWN COUNTY**  
**Code: 800**  
**DDOT: JANE SMITH**  
**Address: 1234 OAKTOWN ROAD**  
**OAKTOWN, VA 23456**  
**Telephone: (804) 658-9029**

School Number	School Name	Grade	Number of Groups	Number of Documents
800 1223	Dear School Test Coordinator:  Please place an N/A under the Number of Documents column for any subject that your school did not test. Thank You.			
	OAKTOWN MS			
	Civics & Economics	CE	_____	_____
	US History I to 1877	U1	_____	_____
	US History II: 1877 to Present	U2	_____	_____

Totals: \_\_\_\_\_

FOR SCORING CENTER USE	Receiving Number	Order Number	Date Received
	Testing Program XXX-XXX	Est N-Count	

**APPENDIX M**  
**STANDARDS OF LEARNING (SOL) ASSESSMENTS**  
**Fall 2004**

***SOL MULTIPLE-CHOICE (Non-Writing) SPECIAL TEST FORMS***  
***CLASSROOM TRANSMITTAL DOCUMENT***

*For use by the STC when distributing Special Forms Kits to the Examiners prior to testing,  
and for use by the Examiner when returning Special Forms materials to the STC following testing.*

<b>SCHOOL NAME:</b> _____									
<b>EXAMINER'S NAME:</b> _____									
	Subject	Regular Audio Kit	Braille Kit	Large-Print Kit	Kits Received		Kits Returned		Comments
					Quantity Received	EM's Initials <sup>1</sup>	Quantity Returned	STC's Initials <sup>2</sup>	
<b>Gr. 8</b>	Multiple-Choice								
	Grade 8 Plain English Math		NA						
<b>Content Specific History</b>	US History to 1877								
	US History: 1877 to Present								
	Civics & Economics								
<b>End - of - Course</b>	English: Reading								
	Algebra I								
	Geometry								
	Algebra II								
	VA and U.S. History 1995 Standards								
	VA and U.S. History 2001 Standards								
	World History I 1995 Standards								
	World History I 2001 Standards								
	World History II 1995 Standards								
	World History II 2001 Standards								
	World Geography 1995 Standards								
	World Geography 2001 Standards								
	Biology								
	Earth Science								
	Chemistry								

<sup>1</sup> Before test administration

<sup>2</sup> After test administration

After testing is completed, have each Examiner read the following statements and sign the "Examiner's Affidavit."

Examiner's Affidavit

1. I administered the Standards of Learning (SOL) Assessment \_\_\_\_\_ tests according to the directions in the *Examiner's Manual*.
2. I kept all materials secure when in my possession.
3. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance or give them an advantage over other students.
4. I have read the statements above and understand that I am certifying that they are true.

Examiners are to sign only AFTER reading statements 1 - 4 above.

\_\_\_\_\_  
Examiner's Signature

NOTES for STC:

1. At the close of administration, this completed page must be forwarded to your DDOT where it will be kept on file.
2. This page may be photocopied.

## APPENDIX N

### STANDARDS OF LEARNING (SOL) ASSESSMENTS

#### SOL MULTIPLE-CHOICE (Non-Writing) SPECIAL TEST FORMS SCHOOL TRANSMITTAL DOCUMENT

*For use by the DDOT when distributing Special Forms Kits to the STCs prior to testing,  
and for use by the STCs when returning secure materials to the DDOTs following testing.*

SCHOOL NAME: _____									
	Subject	Regular Audio Kit	Braille Kit	Large-Print Kit	Kits Received		Kits Returned		Comments
					Quantity Received	EM's Initials <sup>1</sup>	Quantity Returned	STC's Initials <sup>2</sup>	
<b>Gr. 8</b>	Multiple-Choice								
	Grade 8 Plain English Math		N/A						
<b>Content Specific History</b>	US History to 1877								
	US History: 1877 to Present								
	Civics & Economics								
<b>End - of - Course</b>	English: Reading								
	Algebra I								
	Geometry								
	Algebra II								
	VA and U.S. History 1995 Standards								
	VA and U.S. History 2001 Standards								
	World History I 1995 Standards								
	World History I 2001 Standards								
	World History II 1995 Standards								
	World History II 2001 Standards								
	World Geography 1995 Standards								
	World Geography 2001 Standards								
	Biology								
	Earth Science								
	Chemistry								

**NOTE:** Refer to the kit component listing within each kit to verify all components are returned. STCs must notify the DDOTs of shipment discrepancies and additional orders.

<sup>1</sup> Before test administration

<sup>2</sup> After test administration

<sup>3</sup> The full battery multiple-choice test booklet will be sent, but only the *English: Reading* and *Mathematics* should be attempted.

BEFORE TESTING: Verify the receipt of Special Test Form Kits.

\_\_\_\_\_  
STC's Signature

\_\_\_\_\_  
DDOT's Signature

\_\_\_\_\_  
Date

AFTER TESTING: Verify the return of Special Test Form Kits to the DDOT.

\_\_\_\_\_  
STC's Signature

\_\_\_\_\_  
DDOT's Signature

\_\_\_\_\_  
Date

NOTES for STC:

1. At the close of administration, this completed page must be forwarded to your DDOT where it will be kept on file.
2. This page may be photocopied.

**APPENDIX O**  
**VIRGINIA DEPARTMENT OF EDUCATION**  
**STANDARDS OF LEARNING (SOL) ASSESSMENTS**  
**MULTIPLE-CHOICE (NON-WRITING) TESTS**  
**FALL 2004**

<b><i>SOL SCHOOL AFFIDAVIT</i></b>
------------------------------------

**DIVISION NAME:** \_\_\_\_\_

**SCHOOL NAME:** \_\_\_\_\_

This affidavit must be signed and dated by the STC and then signed and dated by the building principal. The Division Director of Testing must keep these signed affidavits on file.

**AFFIDAVIT**

I certify that, to my knowledge, no one in the building has copied, reproduced, or had improper access to the Standards of Learning (SOL) Assessments test booklets or to any questions from them. All SOL test booklets, scorable answer documents, and all other secure test materials have been returned to the Division Director of Testing as directed in the *SOL School Test Coordinator's Manual*.

<b>STC Name (printed or typed):</b>	<b>STC Signature:</b>	<b>Date:</b>
<b>Building Principal Name (printed or typed):</b>	<b>Building Principal Signature:</b>	<b>Date:</b>

Forward this completed form to your DDOT as outlined in Section 6.6 of this *STC Manual*. You may want to keep a copy of the completed form for your files.

**This page may be photocopied.**



## APPENDIX P

### DEPARTMENT OF EDUCATION STANDARDS OF LEARNING (SOL) ASSESSMENTS MULTIPLE-CHOICE (NON-WRITING) TESTS FALL 2004

#### EXPEDITED RETAKES: CLASSROOM TRANSMITTAL FORM

**SCHOOL NAME:** \_\_\_\_\_ **EXAMINER's NAME:** \_\_\_\_\_

*For use by the STC when distributing Expedited Retake materials to the Examiner prior to testing. For use by the Examiner when returning Expedited Retake materials to the STC following testing.*

	SUBJECT	Regular Print	Regular Audio	Braille	Large Print	Test Bklets/Kits Received		Test Bklets/Kits Returned	
						Quantity Received	EM's Initials <sub>1</sub>	Quantity Returned	STC's Initials <sub>2</sub>
<b>End of Course</b>	EXAMPLE:	3		2		5			
	English: Reading								
	Algebra I								
	Geometry								
	Algebra II								
	VA and U.S. History 1995 Standards								
	VA and U.S. History 2001 Standards								
	World History I 1995 Standards								
	World History I 2001 Standards								
	World History II 1995 Standards								
	World History II 2001 Standards								
	World Geography 1995 Standards								
	World Geography 2001 Standards								
	Biology								
	Earth Science								
	Chemistry								
<b>Modified Diploma</b>	Grade 8 * English: Reading or Mathematics								
	Plain English Mathematics			N/A					

\* For students pursuing a Modified Standard Diploma only

<sup>1</sup> Before test administration

<sup>2</sup> After test administration

BEFORE TESTING: Verify the receipt of the Expedited Retake materials.

\_\_\_\_\_  
STC's Signature

\_\_\_\_\_  
Examiner's Signature

\_\_\_\_\_  
Date

AFTER TESTING: Verify the receipt of the Expedited Retake materials.

\_\_\_\_\_  
STC's Signature

\_\_\_\_\_  
Examiner's Signature

\_\_\_\_\_  
Date

## APPENDIX Q

### DEPARTMENT OF EDUCATION STANDARDS OF LEARNING (SOL) ASSESSMENTS MULTIPLE-CHOICE (NON-WRITING) TESTS FALL 2004

#### EXPEDITED RETAKES: SCHOOL TRANSMITTAL FORM

**SCHOOL NAME:** \_\_\_\_\_ **STC's NAME:** \_\_\_\_\_

*For use by the DDOT when distributing Expedited Retake materials to the STC prior to testing. For use by the STC when returning Expedited Retake materials to the DDOT following testing.*

	SUBJECT	Regular Print	Regular Audio	Braille	Large Print	Test Bklets/Kits Received		Test Bklets/Kits Returned	
						Quantity Received	STC's Initials <sub>1</sub>	Quantity Returned	DDOT's Initials <sub>2</sub>
<b>End of Course</b>	EXAMPLE:	3		2		5			
	English: Reading								
	Algebra I								
	Geometry								
	Algebra II								
	VA and U.S. History 1995 Standards								
	VA and U.S. History 2001 Standards								
	World History I 1995 Standards								
	World History I 2001 Standards								
	World History II 1995 Standards								
	World History II 2001 Standards								
	World Geography 1995 Standards								
	World Geography 2001 Standards								
	Biology								
	Earth Science								
	Chemistry								
<b>Modified Diploma</b>	Grade 8 * English: Reading and Mathematics								
	Plain English Mathematics			N/A					

**\* For students pursuing a Modified Standard Diploma only**

<sup>1</sup> Before test administration

<sup>2</sup> After test administration

BEFORE TESTING: Verify the receipt of the Expedited Retake materials.

\_\_\_\_\_  
DDOT's Signature

\_\_\_\_\_  
STC's Signature

\_\_\_\_\_  
Date

AFTER TESTING: Verify the receipt of the Expedited Retake materials.

\_\_\_\_\_  
DDOT's Signature

\_\_\_\_\_  
STC's Signature

\_\_\_\_\_  
Date

**APPENDIX R**  
**STANDARDS OF LEARNING (SOL) ASSESSMENTS**  
**Fall 2004**

**CAREER AND TECHNICAL EDUCATION ANSWER  
DOCUMENT GUIDELINES (Section W)**

Directions for completing Section W, Career and Technical Education on the Standards of Learning End-of-Course answer document are as follows:

**SECTION 1**

**Grid** “**Career/Tech Ed Course**” for all students (grades 9-12) who are enrolled in one or more Career and Technical Education course(s) during the same “real time” as an academic course(s) that requires a Standards of Learning (SOL) End-of-Course test.

**Career and Technical Education content areas are:**

- |                                       |  |
|---------------------------------------|--|
| • Agriculture Education               | • Marketing                                      |
| • Business and Information Technology | • Technology Education                           |
| • Family and Consumer Sciences        | • Trade and Industrial Education                 |
| • Health and Medical Sciences         | • Career Connections, including Special Programs |

**AND**

**Grid** “**Tech Prep Program:**” for all students who are enrolled in the secondary component of a Tech Prep program. A student who is enrolled in a Tech Prep program must also be enrolled in a Career and Technical Education course(s).

**A Tech Prep program is defined as a program of study that:**

- combines at a minimum of two years of secondary education (as determined under State Law) with a minimum of two years of post-secondary education in a non-duplicative, sequential course of study
- integrates academic and career and technical instruction and utilizes work-based and work-site learning where appropriate and available
- provides technical preparation in a career field such as engineering technology; applied science; a mechanical, industrial, or practical art or trade; agriculture; health occupations; business; or applied economics
- builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics and integrated instruction in a coherent sequence of courses
- leads to an associate or baccalaureate degree, or a post-secondary certificate in a specific career field
- leads to placement in appropriate employment or to further education.

**STANDARDS OF LEARNING (SOL) ASSESSMENTS**  
**Fall 2004**

**CAREER AND TECHNICAL EDUCATION ANSWER**  
**DOCUMENT GUIDELINES (Section W)**

**SECTION 2**

If Section V - Disability Status, Section S - Limited English Proficient, or Section O - N-Code Economically Disadvantaged has been marked on the student's answer document, do not grid Section W - Career and Technical Education, Section 2, If Section V, Section S or Section O has not been marked on the student's answer document, grid only **one** of the following:

**Grid 1: Economically Disadvantaged (LEAVE BLANK)**

The information is provided in Section O-N Code

**Grid 2: Single Parent**

Students who are unmarried or legally separated from a spouse; and

- (1) have a minor child or children for which the parent has either custody or joint custody, or

**Grid 3: Displaced Homemaker**

Students who

- (1) have worked primarily without remuneration to care for a home and family, and for that reason have diminished marketable skills, have been dependent on the income of another family member but are no longer supported by that income, or a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et.seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and
- (2) are unemployed or underemployed and are experiencing difficulty in obtaining or upgrading employment



Complete bubble 4 if a student is classified as non-traditional as explained below.

**Grid 4: Non-traditional Career**

Students who are classified as the non-traditional gender (grades 9-12) enrolled in one or more of the courses identified for Non-traditional Career Preparation and who also enrolled in academic course(s) that require(s) a Standards of Learning (SOL) End-of-Course test. To determine this student population:

- (1) Review the most current listing of Secondary Programs Identified for Non-Traditional Career Preparation in Virginia at:  
<http://www.pen.k12.va.us/VDOE/Instruction/CTE/cters/procedure.pdf>
- (2) Determine which courses from this list are offered at each high school and the non-traditional gender classification assigned to these course(s); and
- (3) Review the class roster for only the courses offered at your school for non-traditional career preparation. Identify only students classified as the non-traditional gender in these courses

**Grid 5 and 6: Leave blank.**

If you have additional questions, please call the Virginia Department of Education Office of Career and Technical Education (804) 225-2051.

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## STC'S CHECKLISTS

### Activities During Test Administration

- ☐ 1. On each day of testing, check out secure test materials to Examiners (Section 5.2.1) and collect all materials at the end of each testing session (Section 5.2.4).
- ☐ 2. Monitor *all* testing sessions (Section 5.2.2).
- ☐ 3. Assist Examiners in identifying and resolving testing irregularities (Section 5.2.3).
- ☐ 4. Ensure that make-up sessions are properly administered (Section 5.3).

### Activities After Test Administration

- ☐ 1. After all testing sessions have been completed, verify receipt of all test materials from all Examiners (Section 6.1).
- ☐ 2. Check scorable materials received from Examiners (Section 6.2).
- ☐ 3. Assemble and deliver all Set A scorable test materials to your DDOT (Section 6.3).
- ☐ 4. Assemble and deliver all Set B non-scorable test materials to your DDOT (Section 6.4).
- ☐ 5. Dispose of all other test materials according to directions (Section 6.5).
- ☐ 6. Prepare and transmit SOL affidavits and *Test Security Agreements* (Section 6.6).

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

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